

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180117

Grants.gov Tracking#: GRANT12659887

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180117

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

18-005918

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Yale University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

06-0646973

* c. Organizational DUNS:

0432075620000

d. Address:

* Street1:

150 Munson Street

Street2:

* City:

New Haven

County/Parish:

* State:

CT: Connecticut

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

06520-8327

e. Organizational Unit:

Department Name:

Office of Sponsored Projects,

Division Name:

FAS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Tina

Middle Name:

* Last Name:

Varick

Suffix:

Title:

Proposal Manager, AOR/SO

Organizational Affiliation:

Yale University, Office of Sponsored Projects

* Telephone Number:

203-737-3371

Fax Number:

* Email:

tina.varick@yale.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers Program & Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,451,720.55"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,451,720.55"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Yale University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	69,900.00	70,504.00	71,124.25	71,764.09		283,292.34
2. Fringe Benefits	17,080.00	18,040.00	18,731.21	19,434.09		73,285.30
3. Travel	23,400.00	29,000.00	26,200.00	28,700.00		107,300.00
4. Equipment						
5. Supplies	4,000.00	4,000.00	4,000.00	4,000.00		16,000.00
6. Contractual						
7. Construction						
8. Other	128,100.00	147,600.00	137,600.00	143,600.00		556,900.00
9. Total Direct Costs (lines 1-8)	242,480.00	269,144.00	257,655.46	267,498.18		1,036,777.64
10. Indirect Costs*	19,398.40	21,531.52	20,612.44	21,399.85		82,942.21
11. Training Stipends	333,000.00	333,000.00	333,000.00	333,000.00		1,332,000.00
12. Total Costs (lines 9-11)	594,878.40	623,675.52	611,267.90	621,898.03		2,451,719.85

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 67.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Yale University		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Amy S Ellis	Proposal Manager, AOR/SO
APPLICANT ORGANIZATION	DATE SUBMITTED
Yale University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Yale University"/> * Street 1 <input type="text" value="150 Munson Street"/> Street 2 <input type="text"/> * City <input type="text" value="New Haven"/> State <input type="text" value="CT: Connecticut"/> Zip <input type="text" value="06520-8327"/> Congressional District, if known: <input type="text" value="CT-003"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Amy S Ellis"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-Yale University Council on Middle Ea

Add Attachment

Delete Attachment

View Attachment

Yale University – Council on Middle East Studies GEPA Statement

The activities to be carried out with support from the National Resource Centers and Foreign Language and Area Studies Fellowships Programs will be widely disseminated to assure access to beneficiaries with special needs. The lectures, workshops, symposia, conferences and outreach events organized by the Council on Middle East Studies at the Whitney and Betty MacMillan Center for International and Area Studies at Yale are open to the public. Press releases are issued to mainstream and ethnic community media to assure widespread dissemination of information. Activities are advertised on campus, at public libraries and community colleges, education conferences and newsletters, and through email list-serves and the council, MacMillan, and Outreach Program web sites.

Events are organized at the MacMillan Center or other University buildings designed for handicap accessibility with ramps, automatic doors, and elevators. The Resource Office on Disabilities serves as a catalyst for change by providing technical assistance, information, and disability awareness training to the Yale community.

In recognition of the need to reach out to local communities, the Council organizes events off-campus in coordination with local community service organizations. These events are held on sites readily accessible to members of the ethnic community and other under-represented groups, including the elderly.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Yale University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Kishwar		Rizvi	

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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ABSTRACT

The Yale Council on Middle East Studies (CMES) proposes to continue serving as a Title VI Regional Resource Center (NRC) on Middle East and North African Studies in 2018-2022. Since its creation as an NRC in 2003 and through institutional commitment, Yale CMES has established itself as a leading resource nationally, and serves as a campus hub for research, language and non-language curricula, programing, and public engagement. Thanks to the University's global vision, CMES faculty and students have a wide range of research initiatives across the Middle East and North Africa, raising scholarship and awareness on a diverse set of issues that address national and global needs. In addition, CMES has strong relationships with local high schools and community colleges, thus providing teacher training activities in languages, history, and culture of the Middle East.

The primary objective of Yale CMES as demonstrated in this proposal is to produce knowledge and engender debate on all aspects of Middle East Studies. The absolute priorities of this grant cycle, to reflect diverse perspectives and a wide range of views and to encourage government service, have been central to Yale's mission and to that of the CMES. New partnerships with the Yale Program for the Study of Antisemitism and the Brady-Johnson Program on Grand Strategy aim to promote intellectual diversity and constructive debate on campus. Collaboration with the newly established Institute for the Preservation of Cultural Heritage will begin by creating a multi-tiered documentation, research, and education platform, "Dura-Europos, Syria: Loss and Recovery from Antiquity to Modernity," in addition to holding workshops on the politics of heritage in Afghanistan.

This proposal aims to build on existing programs and also introduce new programming that is responsive to contemporary issues in the MMES, such as public health, refugee studies, conflict resolution, and culture and heritage preservation. Formal collaborations with academic and cultural institutions in the ME are also envisioned, with a particular focus in this cycle on Lebanon, Morocco, and the United Arab Emirates. CMES has also initiated new outreach programing, for example with Yale Pathways to Arts and Humanities and with New Haven Public Schools, to offer dynamic ME-related themes as an integrated curriculum aspect of the Arabic language classes. "Visual Resources of the Modern Middle East at Yale," a new project,

will provide open access information to over a thousand historical prints, photographs, and paintings that are in Yale's extensive and diverse collections.

CMES continues its robust growth through strengthening language curricula; promoting MMES through new courses and professional school collaborations; strengthening ME regional programming through international collaborations and visiting scholars; and expanding K–16 pre- and in-service teacher education programs and community college partnerships. Yale's CMES faculty has increased tremendously, with 11 more joining since Fall 2014. There are now more than 45 core faculty in twelve departments and 36 faculty affiliates and a dynamic ME Visiting Scholar program. Yale offers more than 150 non-language ME-related courses in 16 departments and 4 professional schools (Law, Public Health, Architecture, and the School of Management). Yale also offers 15 ME-related languages, including Arabic, Hebrew, Persian, and Turkish, which are also taught in a variety of non-language courses. A MMES Graduate Certificate was introduced in 2007 and an undergraduate major in 2008, accommodating ME concentrators across campus.

CMES works closely with the Department of Near Eastern Languages and Civilizations (NELC), which offers its own undergraduate major and doctoral program. With two new senior faculty in Arabic joining in 2016 and 2017, NELC is poised to serve as a leading department for studying the languages and cultures of the ME. In addition to NELC, tenured faculty in American Studies, Anthropology, Comparative Literature, Economics, History, History of Art, Judaic Studies, Sociology, and Religious Studies play an active role in research, curriculum building, and outreach.

Yale CMES will continue strengthening its outreach and teacher training programs. These include Arabic, Turkish, and Urdu programs for high school students (Hebrew and Persian starting in 2018-19); Summer Institutes for teachers; pre-service teacher training; graduate student teaching initiatives at local community colleges; programs for the New Haven Public Schools; and numerous public events, including a CMES Cinema series, colloquia, workshops, conferences, and performances of music, dance, and the visual arts. Sterling Memorial Library, Yale University Art Gallery, and the Yale Center for British Art also collaborate with the CMES to host Middle East-focused lectures, exhibitions, and gallery talks, with programming especially designed for high school students and teachers, as well as the general public.

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ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
AFST	African Studies Program
AIrS	American Institute for Iranian Studies
AMEEL	A Middle East Electronic Library
AMST	American Studies
ANTH	Anthropology
AOS	American Oriental Society
ARCH	School of Architecture
Art	School of Art
ASA	Arab Student Association
AUB	American University in Beirut
CAS	Council on African Studies
CC	Community Colleges
CCPDF	Community Colleges Professional Development Fellowship
CLS	Center for Language Study
CMES	Council on Middle East Studies
CPTL	Comparative Literature
CT	Connecticut
CTL	Yale Center for Teaching and Learning
DILS	Directed Independent Language Studies
DIV	Divinity School
DMG	Deutsche Morgenländische Gesellschaft (German Oriental Society)
DUS	Director of Undergraduate Studies
DGS	Director of Graduate Studies
ECON	Economics
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
FES	Forestry and Environmental Studies
FLAS	Foreign Language and Area Studies
FLTA	Fulbright Foreign Language Teaching Assistant
FOX	Fox International Fellowship Program
FREN	Department of French
GC	Graduate Certificate
GCC	Gateway Community College
GLBL	Global Affairs
GRAD	Graduate
GSAS	Graduate School of Arts & Sciences
HIAA	Historians of Islamic Art Association
HIST	History
HSAR	Art History
IEAP	International Education Assessment Project
IFL	International and Foreign Language
IPCH	Institute for the Preservation of Cultural Heritage
IRAP	International Refugee Assistance Project

ISY	Iranian Students at Yale
Jackson	Jackson Institute for Global Affairs
JC	Judaica Collection
JD	Juris Doctor
JMaY	Jews and Muslims at Yale
JSP	Judaic Studies Program
KHCC	King Hussein Cancer Center
KUGSB	Koç University Graduate School of Business
L1	Elementary level, first semester
L2	Elementary level, second semester
L3	Intermediate level, first semester
L4	Intermediate level, second semester
L5	Advanced level
LAW	Yale Law School
LCTL	Less Commonly Taught Language
MA	Master's Degree
McMC	The Whitney and Betty MacMillan Center for International and Area Studies
ME	Middle East
MED	School of Medicine
MES	Middle East Studies
MESA	Middle East Studies Association
MMES	Modern Middle East Studies
MPH	Master's in Public Health
MSA	Muslim Students' Association
MSI	Minority Serving Institution
NEC	Near East Collection
NELC	Department of Near Eastern Languages and Civilizations
NGO	Non-Governmental Organization
NH	New Haven
NHPS	New Haven Public Schools
NRC	National Resource Center
OCLC	Online Computer Library Center
OEOP	Office for Equal Opportunity Programs
OIA	Office of International Affairs
OPI	Oral Proficiency Interview
OR	Outreach
ORBIS	Yale University On-Line Library Database
PGA	Post-graduate Associate
PDA	Post-doctoral Associate
PDF	Post-doctoral Fellow
PhD	Doctor of Philosophy
PIER	Programs in International Educational Resources
PLSC	Political Science
PS	Professional School
RLST	Religious Studies
SA	Study Abroad

SIHSPAI	International Society for the History of Arabic/Islamic Sciences and Philosophy
SIT	Summer Institute for Teachers
SLA	Second Language Acquisition
Slifka	The Joseph Slifka Center for Jewish Life/Yale Hillel
SML	Sterling Memorial Library
SOCY	Sociology
SOM	School of Management
SON	School of Nursing
SPH	School of Public Health
TF	Teaching Fellow
TSP	Turkish Studies Program
UAE	United Arab Emirates
UG	Undergraduate
UNH	University of New Haven
USDE	U.S. Department of Education
VS	Visiting Scholar
WISE	World Innovation Summit for Education
WF	World Fellow
WFP	World Fellows Program
WGSS	Women's, Gender, and Sexuality Studies
WHC	Whitney Humanities Center
WLSP	World Languages Summer Program
World CLASS	World Culture and Language After School Studies
WPT	Written Proficiency Test
YAAA	Yale Arab Alumni Association
YC	Yale College (undergraduate)
YFI	Yale Friends of Israel
YFT	Yale Friends of Turkey
YPIS	Yale Program in Iranian Studies
YPSA	Yale Program for the Study of Antisemitism
YUAG	Yale University Art Gallery
YUL	Yale University Library
YUSRIA	Yale University Seminar for Islam and Arabic

ABSTRACT

The Yale Council on Middle East Studies (CMES) proposes to continue serving as a Title VI Regional Resource Center (NRC) on Middle East and North African Studies in 2018-2022. Since its creation as an NRC in 2003 and through institutional commitment, Yale CMES has established itself as a leading resource nationally, and serves as a campus hub for research, language and non-language curricula, programing, and public engagement. Thanks to the University's global vision, CMES faculty and students have a wide range of research initiatives across the Middle East and North Africa, raising scholarship and awareness on a diverse set of issues that address national and global needs. In addition, CMES has strong relationships with local high schools and community colleges, thus providing teacher training activities in languages, history, and culture of the Middle East.

The primary objective of Yale CMES as demonstrated in this proposal is to produce knowledge and engender debate on all aspects of Middle East Studies. The absolute priorities of this grant cycle, to reflect diverse perspectives and a wide range of views and to encourage government service, have been central to Yale's mission and to that of the CMES. New partnerships with the Yale Program for the Study of Antisemitism and the Brady-Johnson Program on Grand Strategy aim to promote intellectual diversity and constructive debate on campus. Collaboration with the newly established Institute for the Preservation of Cultural Heritage will begin by creating a multi-tiered documentation, research, and education platform, "Dura-Europos, Syria: Loss and Recovery from Antiquity to Modernity," in addition to holding workshops on the politics of heritage in Afghanistan.

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Yale CMES will continue strengthening its outreach and teacher training programs. These include Arabic, Turkish, and Urdu programs for high school students (Hebrew and Persian starting in 2018-19); Summer Institutes for teachers; pre-service teacher training; graduate student teaching initiatives at local community colleges; programs for the New Haven Public Schools; and numerous public events, including a CMES Cinema series, colloquia, workshops, conferences, and performances of music, dance, and the visual arts. Sterling Memorial Library, Yale University Art Gallery, and the Yale Center for British Art also collaborate with the CMES to host Middle East-focused lectures, exhibitions, and gallery talks, with programming especially designed for high school students and teachers, as well as the general public.

Introduction

The Middle East is among the most crucial world regions of study today, affecting U.S. foreign and domestic policy. Through the strengths of our faculty and our commitment to rigorous scholarship, dissemination of information, and timely public engagement, CMES is now firmly established as a center of excellence in all aspects of NRC programmatic activity, including expanded on-campus and overseas ME language and non-language curricula, K–16 education and outreach (OR) activities. CMES demonstrates Yale University's unique strengths in ancient, pre-modern, and modern Middle East studies (MMES) and its institutional commitment to cross-disciplinary and cross-regional studies. The priorities of this grant cycle, to reflect diverse perspectives and a wide range of views, and to encourage government service, are central to Yale's mission and that of the CMES. Partnerships with the Yale Program for the Study of Antisemitism, the Yale Brady-Johnson Program in Grand Strategy, and the Yale Institute of Preservation and Cultural Heritage will encourage robust interaction and debate on campus, while those with international institutions, such as the American University in Beirut, will forge global connections between scholars and students at Yale and in the Middle East. This proposal aims to build on CMES strengths, while introducing new initiatives that are responsive to contemporary issues in the MMES, such as public health and refugee studies, conflict resolution, and culture and heritage preservation. A new collaboration with the U.S. Army War College will bring army officers to campus on an annual fellowship at CMES and its Program on Iranian Studies. CMES has built strong relationships with local high schools and community colleges, thus providing teacher training activities in the languages, history, and culture of the ME as well as a full roster of outreach to the public at large. These activities are highlighted with the symbol * to designate areas of absolute and competitive priority.

A. Program Planning and Budget

A.1. The CMES continues its robust growth through strengthening language curricula; promoting MMES through new courses and professional school collaborations; strengthening ME regional programming through international collaborations and visiting scholars; and expanding K–16 pre- and in-service teacher education programs and community college partnerships. This proposal summarizes Yale’s increasing momentum in MMES, and CMES’s objectives to develop new and timely additions to the Title VI program for 2018-2022.

A detailed budget attached describes: a) each project and event for which Yale CMES seeks Title VI funding; b) faculty coordinators; c) budgetary amounts requested; c) narrative descriptions; and d) a year-by-year timeline. This budget reflects 11 priority areas:

*1) Ensuring CMES Faculty Participation: The faculty of the CMES brings a range of expertise and knowledge, which is shared in open and accessible academic and public programming. The CMES funds and lends administrative support to colloquia, workshops, and conferences that reflect the diversity of Yale’s MES community and makes every effort to ensure a breadth of disciplinary representation. The CMES and Iran Colloquia, in consultation with faculty, bring 4-5 speakers a term to Yale and are attended by scholars and students at Yale as well as from neighboring universities and CCs, as well as the general public; the newly formed Yale University Seminar for Islam and Arabic (YUSRIA) will highlight historical and contemporary issues from the perspective of religious and literary studies. *2) Ensuring Student Participation: Since Fall 2017 the CMES has established a new Graduate Student Colloquium which is fully organized and run by second and third-year MES graduate students and aims brings to campus scholars and public figures to share new work that expands methodological and disciplinary boundaries. On the undergraduate side, CMES supported the inaugural conference of the Arab

Student Association (ASA) and several ongoing initiatives, such as *Accent: The undergraduate multilingual magazine at Yale*. All MES student groups were encouraged to submit requests, and funds have been allocated to support these groups. *3) Focus on Public Policy and Strategy. In response to the absolute priority of this grant cycle, CMES faculty will collaborate with the Brady-Johnson Program in Grand Strategy and the Yale Jackson Institute for Global Affairs to create new undergraduate and graduate curricula focusing on MMES. The Program in Grand Strategy is an undergraduate program that addresses large-scale, long-term strategic challenges of statecraft, politics, and social change. It brings to campus academics and practitioners from a range of backgrounds to discuss military conflict, foreign policy, domestic politics, or social movements. Co-sponsorship of lectures is already planned, 2018-19 onwards. *4) Program Development with the Institute for the Preservation of Cultural Heritage (IPCH) and the Yale Program for the Study of Antisemitism (YPSA). Digital humanities projects are among the new initiatives for this grant cycle. Partnerships with the IPCH will initially focus on Syria and Afghanistan, to create open access databases of heritage sites and hold seminars on post-conflict preservation solutions in the ME. The goal is to provide a platform for discussion on a wide ranging set of issues while providing research tools and enhancing public engagement. Activities will include teacher-training workshops for New Haven Public Schools (NHPS) teachers. The first initiative is “Dura-Europos, Syria: Loss and Recovery from Antiquity to Modernity,” an online, digital platform that will provide open access to Yale’s collection of objects and photographs, of the site and its excavation, for teaching and research from the elementary to the graduate level. The CMES will similarly partner with YPSA on its Iranian Jewish Archives, a documentation project that aims to shed light on the state of minorities and human rights in Iran today, American policy toward Iran, and the changing face of antisemitism

across the globe. *5) Strengthening the Yale Program on Iranian Studies (YPIS). YPIS has established itself as a center for the study of Iran and the Persianate world. On campus it showcases diverse views on history, politics, and foreign policy, as well as curricular offerings on religion, gender, and popular culture. YPIS hosts the Iran Colloquium, featuring lectures on timely issues. The Fall 2017 program focused on Afghanistan and included talks on state-building, heritage practice, and questions of identity. YPIS's signature event in 2017-18 was the two-day conference "Popular Music and Society in Iran: New Directions." 165 scholars, students, and members of the public attended the symposium. Current Rice Fellow, Naysan Adlparvar, has offered courses ("Development and Change in Iraq and Afghanistan") and conferences ("Identities on Contemporary Afghanistan"). CMES is also collaborating with the U.S. Army War College, starting AY 2019-20, to host officers of the U.S. Army on a yearly fellowship program focusing on the history, politics, and culture of Iran.

*6) Language Pedagogy Initiatives: Language faculty are supported by funding pedagogy workshops and travel to conferences; faculty in the Near Eastern Languages and Civilizations (NELC) department's Yale Arabic and Hebrew programs have requested support for developing new courses and organizing workshops with a focus on Arabic-Hebrew co-teaching. Innovative teaching methodologies are supported by the CMES, which will host Arabic and Hebrew pedagogy conferences and workshops, as well as supporting the Persian and Turkish language faculty through substantive travel and teaching grants. *7) Strengthening Gateway Community College (GCC) Collaboration: CMES seeks funding to continue our cooperation with GCC through professional development fellowships, through which qualified Yale graduate students bring ME content into GCC classrooms and also gain hands-on teaching experience. CMES aims expand this successful model to other CT CCs during 2018-22. (see §I.1.b.). *8) Educating High

School Students and Pre-service Teachers on the ME: CMES partners with the NHPS through its popular World CLASS after-school program as well as the newly initiated partnership with Yale Pathways to Arts and Humanities, whose infrastructure supports a trajectory of increasingly rigorous experiences for students and allows for more seamless transitions across critical educational junctures. CMES will support the NHPS World Language Department’s initiative “Seal of Bi-literacy” and will continue to support NHPS on its teacher and pre-service training through the Summer Institute for Teachers (SIT) and the World Languages Summer Program (WLSP) (see §I.1a. and §K.1.b. respectively). *9) Expanding ME Regional Initiatives and Institutional Collaborations: With the goal of having greater international impact, CMES intends to formalize its ongoing relationships with ME regional institutions, such as the American University in Beirut (Khoshnood, Inhorn); Al Akhawayn University in Morocco (Wyrzten); and Louvre Abu Dhabi and Sharjah Art Foundation in the United Arab Emirates (Rizvi). These partnerships are reflected in the workshops and conferences proposed and will bring to campus international scholars and professionals, while also providing opportunities for international collaborations. 10) Supporting Professional Schools: Faculty from ARCH, LAW, SPH, SOM, and SON will continue to offer MMES courses and OR activities, including conferences, exhibits, and performances, during 2018-22. 11) Arts Initiatives: Yale is known as the “Arts Ivy,” with world-renowned Schools of Art, ARCH, Drama, and Music. In recognition of Yale’s strengths in MES and art history, CMES will host the 2018 Historians of Islamic Art Association Biennial Symposium, which will bring to campus scholars and museum professionals from across the United States, Europe, and the Middle East and will be held in conjunction with an exhibition of Islamic and Middle Eastern art at YUAG.

A.2.a. The budget contains a detailed timeline of all proposed CMES activities during 2018-22.

The development plan focuses on introducing more academic and intellectual diversity and career opportunities through curriculum planning with programs such as Grand Strategy and Global Affairs, closer ties with PSs, and formalizing international institutional collaborations. Ongoing OR activities with MSI and CC will expand on the model of the GCC graduate fellowship, and new initiatives such as Yale Pathways for Arts and Humanities will create stronger ME-content programming across CMES, Yale and New Haven Public Schools.

A.2.b. As noted in §A.1, CMES's programming and budget for 2018-22 have been carefully planned to reflect enhancements to Title VI activities at Yale. They reflect a democratic, transparent, and inclusionary process by which the CMES executive committee and faculty met several times in 2017-18 to discuss Title VI priorities and faculty interests. Requests for proposals were sent to all CMES faculty in Fall 2017, and CMES core faculty members were also contacted individually. Each faculty member listed in the budget will work with CMES administrative staff to bring these activities to fruition. The performance measures form (Appendix III) describes three main goals and how they will be implemented and evaluated. They are to 1) To increase and disseminate knowledge of and research related to Middle East Studies; 2) To increase access to and strengthen teaching of Arabic, Hebrew, Persian, Turkish and other LCTLs of the Middle East; 3) To increase MES teacher training and outreach to K-16 in-service and pre-service educators.

A.3. Costs of each budgetary item have been carefully assessed by the CMES Chair, Program Director, and McMC Directors to project realistic costs and ensure equitability between projects. Faculty members organizing conferences and workshops will be encouraged to apply for the McMC Edward J. and Dorothy Clarke Kempf Memorial Fund. In addition, major efforts have

been made to cost-share with a) international institutions of higher education; and b) other departments, schools, and programs at Yale. Several OR initiatives will be shared with the Council on African Studies (CAS).

A.4. Extraordinary attention has been given in 2018-22 CMES programming and budget to a) MMES curriculum development through research and international collaborations that encourage constructive debate across wide ranging issues. b) MMES student activities and professional development, ranging from preservation studies to public policy. c) Collaborations with institutions and programs at Yale to strengthen CMES priorities. These will have long-term, positive impacts on the MMES major, GC, and ME-concentrators in PSs. In addition, significant attention has been paid to enhancing already strong ME language training at Yale, helping students to achieve advanced language proficiency. This latter emphasis is particularly needed for MMES and Global Affairs majors interested in government service.

B. Quality of Staff Resources

B.1.a. Yale faculty and staff are highly qualified to implement ME-related programs. Kishwar Rizvi is Chair of the CMES and Professor of Islamic Art and Architecture. She is also the President-elect of the international organization, Historians of Islamic Art Association (HIAA). Her recent publications include *The Transnational Mosque: Architecture and Historical Memory in the Contemporary Middle East* (University of North Carolina Press, 2015), which received the 2017 Charles Rufus Morey best book award from the College Art Association. She has received several national and international awards, including a Carnegie Foundation Fellows Award and an Alexander von Humboldt Foundation Research Fellowship. Rizvi's fieldwork includes research in Iran, Saudi Arabia, Syria, Turkey, and the United Arab Emirates.

Rizvi coordinates the efforts of 45 core CMES faculty and 36 faculty affiliates. The qualifications of this large and growing body of ME-related faculty are evident from the CVs in Appendix II and Table 1, which summarizes Yale’s significant MMES faculty strength.

Table 1. Faculty Strength in MMES:

	Number of Faculty Teaching 25%+ Courses, 2016-17	Number of Faculty Teaching 100% Courses, 2016-17
Tenured	27	20
Ladder Track	10	5
Lector/Lecturer	15	14
Visiting	3	13
Total	55	52

CMES faculty are Fulbright Scholars (14), Guggenheim Fellows (6), Fellows at Princeton’s Institute of Advanced Study (2), and Carnegie Scholars (3). They are respected leaders in professional and scholarly associations, including MESA, AOS, DMG, SIHSPAI, AIIrS, HIAA, and other ME regional associations to which CMES belongs as an institutional member. Alan Mikhail (chair, HIST) received the 2018 Anneliese Maier Research Award given by the Alexander von Humboldt Foundation to outstanding humanities scholars and social scientists. YPIS is led by senior faculty member Amanat, who has written 4 books and several anthologies, including *Iran: A Modern History* (Yale UP, 2017).

*In addition to research and teaching, CMES faculty frequently contribute to public debates on current ME issues through journal articles and opinion pieces. Recent contributions include Rosie Bsheer (HIST), co-editor of *Jadaliyya* e-zine, whose article “How Mohammed bin Salman Has Transformed Saudi Arabia” was featured in the *Nation* on May 21, 2018; Jason Lyall (PLSC) in the *Washington Post* on February 19, 2018, “To win ‘hearts and minds in Afghanistan, some aid programs worked better than others,” in which he questioned the efficacy of economic intervention programs in preventing individuals from joining insurgency groups.

B.1.b. McMC offers funds to support tenured and tenure-track faculty research in international

and area studies. There are 5 categories of McMC support: 1) Faculty Research Grants (up to \$15,000) for studies that increase understanding of specific countries and societies in the modern era, for problem-oriented and comparative studies within and between regions, and for studies in international relations; 2) Edward J. and Dorothy Clarke Kempf Memorial Fund (between \$5,000-\$15,000) to support faculty-organized on-campus lecture series, conferences, and workshops on international topics. 3) Director's Awards, for non-tenured Yale faculty to enhance their research through appointment as a McMC Research Fellow (with \$5,000 research funds per year) for 2 years; 4) International Book Prizes, for the best first book and the best book on international topics, with the same benefits as the Director's Awards; and 5) Annual Research Support to international faculty in the Faculty of Arts and Sciences. In 2016-17 CMES faculty received more than \$400,000 of McMC research support from these five categories. Yale also supports CMES faculty through research grants from the Provost's Office, individual departments, and paid leaves, which occur for faculty members every 6th semester. CMES faculty are also compensated to lead spring and summer Yale alumni and family tours to Egypt, the Persian Gulf, and Turkey. CMES staff are encouraged to attend both domestic and international conferences as part of their professional development.

B.1.c. CMES faculty devote at least 50% of their time to teaching and advising. The standard teaching load is 4 courses/year for ladder faculty and 5 courses/year for language lecturers. In addition, faculty supervise doctoral dissertations, MA theses, senior essays (required of the majority of Yale undergraduate students), and both UG and GRAD students with MMES interests. *Several of the MMES undergraduates double major in a diversity of subjects, from Environmental Studies to Art History. Of special note is the Global Affairs MA program at Yale's Jackson Institute for Global Affairs, with many ME concentrators. GLBL students

interested in the ME enroll in the CMES GC program, and are advised by diverse CMES faculty members. Many plan to pursue careers in U.S. government and foreign service, and have received FLAS support to achieve advanced ME language proficiency (See §C.5.).

B.2.a. McMC supports CMES by providing funding for an administrative staff of 6 (2 faculty, 1 PDA, 3 staff). Faculty positions include the Chair and the DUS. In addition to her own research, the CMES PDA oversees the CMES colloquium lecture series and teaches one MMES class.

Staff positions include: Program Director Cristin Siebert and Program Coordinator Marwa Khaboor, an Iraqi refugee who also teaches Iraqi dialect in DILS. With the support of the NRC grant, the CMES also shares the funding (with CAS) for an Outreach Director. AY 2018-19 OR efforts will also be supported by former Greenberg World Fellow, Abdul-Rehman Malik, who will help CMES develop K-12 teacher training workshops and conduct educational workshops for NHPS high school students.

B.2.b. CMES Chair (Rizvi), meets regularly with the Executive Committee (See Appendix II; a group of senior and junior faculty across the humanities, social sciences, and PSs) and the CMES Director of Undergraduate Studies (Zadeh). At least once a term she meets with the chairs of NELC (Toorawa), HIST (incoming chair, CMES faculty, Mikhail), YPIS (Amanat), the NEC Librarian (Dougherty) and the Chaplain's office (Bajwa) to discuss CMES initiatives. She meets with the CMES staff weekly, including the Program and Outreach Directors. She devotes particular attention to mentoring junior faculty and postdoctoral associates.

B.3. Yale is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities, and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not

discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression. University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and covered veterans. CMES is firmly committed to this policy and echoes Yale's affirmative commitment to employment of those traditionally underrepresented.

The Office for Equal Opportunity Programs (OEOP) has the primary mission to oversee the University's affirmative action programs and promote compliance with equal opportunity policies and laws. It works with faculty, staff, and administrators to increase the diversity of the Yale community, monitoring faculty, and professional searches. Dean's Designees, deputy Title IX coordinators, along with staff and faculty members, work directly with students to ensure commitment to Yale policy. OEOP coordinates the Employment Accommodation Program for Persons with Disabilities which provides a reasonable accommodation process using a case management format. The Yale Resource Office on Disabilities facilitates accommodations for students with disabilities, and provides technical assistance and disability-awareness training to the University community. McMC and CMES are located in the fully accessible Luce and Rosenkranz Halls, which have ramps, elevators, and Braille signage for persons with disabilities.

C. Impact and Evaluation

C.1.a. Since first receiving NRC status in 2003, CMES has evolved into a major driver of Yale's institutional ME activities on campus and in the field, with an expanding emphasis on MMES. CMES programming has a significant and increasing impact at the local, regional, national, and

international levels. Cooperation between CMES, the Yale administration, key academic departments, and PSs has increased CMES faculty, course offerings, enrollments, and opportunities for students. Increasing enrollments in both ME non-language and language courses led to the establishment of a new MMES major in 2008. The major remains robust, with 38 graduates since its inception.

As shown in Table 3 (§I.1), CMES hosted 443 events during 2014–17 serving more than 30,500 participants. Nearly all events are open to the public, providing important educational opportunities for Yale and surrounding communities. *Yale also co-hosts many events in the ME region, including SITs, major conferences, workshops, alumni events, and study tours, allowing hundreds of ME participants—faculty, students, and community members—to engage with Yale in their home countries. Increasing Yale’s presence abroad, particularly in the ME, is a priority.

C.1.b. The majority of Yale UG students matriculate into graduate programs. For example, a 2017 survey showed that approximately 70% of the class of 2013 had completed or was currently pursuing a higher degree, 62% of which were pursuing doctoral, law, or medical degrees. At graduation, more than one-third (34.7%) of this class worked for a non-profit organization, NGO, government, or other public agency. By 2017, education (14.6%), consulting (7.1%), and public policy/politics (4.6%) were the leading career fields. Of the 38 MMES YC graduates since 2010, many are in law school, including a 2010 alumna who worked for Adalah Rights group in Haifa, Israel, is completing a PhD in international law in the UK, and is now a JD candidate at Harvard. Since 2006, Yale has sent at least 13 students to the prestigious Center for Arabic Study Abroad, a year-long Arabic program in Cairo and/or Amman.

C.2. CMES programming directly addresses national needs by publicly generating debate, scholarship, research, and engagement for a wide range of individuals, from elementary-age

children to seasoned researchers. CMES faculty is influential in public policy, contributing directly to policymaking and national security interests and indirectly by shedding light on contemporary issues facing the ME. Faculty across the university participate in policy-related media coverage and contribute thought leadership through op-eds (see §B.1.a). CMES colloquia, conferences, and workshops are open to the public, including popular presentations like the one on Pulitzer Prize winning series “Cartoons in Crisis: The New York Times Reports on Refugees...in a Comic Strip” (§I.1.). Forthcoming digital projects with YPSA, IPCH, and MMES visual resources, will make Yale-based collections open access for the global community (§A.1).

C.3. As noted in §B.3, Yale has diversified its student body and is actively diversifying its faculty, bringing junior and senior women, underrepresented minorities, and international professors to Yale. International students from nearly 120 countries constitute 20% of the student population. The non-international student population is 10% Black or African-American; 2% American Indian/Alaska Native; 21% Asian; 11% Hispanic; and 3% other non-white ethnicities. In Fall 2017, Yale had 140 UG and GRAD students from ME countries. CMES itself is comprised of a highly diverse set of faculty, scholars, students, and staff representing ethnic, linguistic, and cultural pluralities. Its OR program brings knowledge about the ME to underserved minority communities (mostly African American and Latino) in CT.

C.4. Yale and CMES are committed to comprehensive, objective, and timely evaluation of faculty and professional staff, students, courses, programs, and operations. Our Arabic program was reviewed in 2016. CMES undertakes continuous internal reviews throughout the grant cycle. During 2010–13 grant cycle, McMC developed the cross-NRC International Education Assessment Project (IEAP). Stressing quantifiable, outcome-oriented measures, IEAP focuses on assessing student plans for post-graduation use of their international and foreign language (IFL)

training in employment, further studies, and/or volunteer-service. It links these post-grad outcomes to trends in students' use of Yale's IFL curricular resources and support for overseas field research. Despite Title VI-NRC cutbacks since 2011, the project has provided robust and cost-efficient methods for continued and refined assessment in three areas: 1) student outcomes and plans at graduation, 2) trends in curricular strength and student engagement in IFL programs, and 3) extracurricular resource trends. The alumni career impact of IFL training included a ten-year desktop review and two surveys of UG, GRAD, and PS alumni 5 and 10 years after graduation (2010, 2012). Response rates were low (~20%) and redundant with other surveys being undertaken across various Yale units which prompted us to shift to more targeted alumni career tracking including IFL-specializing majors, MAs, and PhDs, those pursuing GCs, FLAS and Fulbright-DDRA grantees, among others.

The methodologies and approach of the IEAP has been adopted by various segments of Yale's administration and is part of Yale's larger commitment to outcomes assessment and internationalization. For example, since the last NRC grant, Yale's Center for International and Professional Experience which serves all UG and GRAD students has appointed a full-time Director and Assistant Dean for Assessment to track outcomes from students' international activities and experiences. The Yale Office of Institutional Research has used its experience with IEAP to incorporate more international specific data in its analysis. The NRC-funded IEAP was a catalyst in this effort to promote sound and rigorous analysis of outcomes. Similarly, in 2013, IEAP began to design analytic links between student outcome measures and the DILS and Fields program participants. IEAP has also worked with OR to strengthen its outcome tracking measures for participating teachers and high school students.

CMES is fully compliant with the USDE requirement for bi-annual tracking of FLAS recipients' personal and academic activities for a period of eight years after the award. This data will be continuously added to IEAP to create a clear outcome-measure-oriented comparison of the Yale student body as a whole, IFL students, FLAS fellows, and those pursuing the GC.

Presently, CLS is conducting an internal review of its DILS and Fields programs, which was its fourth (after 2013, 2009, and 2005). McMC will participate and assist CLS in formulating DILS and Fields offerings that meet the current needs of students based on the detailed ACTFL-OPI/WPT results for participating students since 2010 (or earlier), surveys of past participants to understand the longer term impact on their careers and further studies, and if necessary, hire an outside expert to benchmark the programs' institutional cost-effectiveness with other programs with similar goals.

CMES engages in regular evaluation and fine-tuning of programs through tracking of activities, OR, curriculum, and course enrollments, and participates in McMC collaborative efforts to produce quantifiable, outcome-measure-oriented data related to courses, GRAD and UG placement, student research projects, and SA. Annual reports, assessing activities and accomplishments, are written and submitted by the CMES Chair to the McMC Director, donors, and USDE. The CMES PIER OR program regularly assesses teacher workshop impact through quantitative and qualitative evaluation.

C.5. Yale is small in size, currently enrolling 12,500 students; yet, it commands a strong influence in world affairs generally and in the ME specifically. In recent years, the career paths of ME-related graduates have been heavily weighted towards research careers in education, government and public service, law, and private sector work consistent with Yale's long-standing mission of training students for global leadership and public service.

Since its inception in 2008, 38 YC UGs have received a degree in MMES, with 5 more graduating in 2019. While the majority of these graduates are now lawyers or pursuing law degrees, some are in government work. *For instance, a 2011 graduate received a MA in Arabic and is now a Bureaucracy Hacker for the United States Digital Service. Other graduates work at the American Enterprise Institute, the Council on Foreign Relations, the American University in Cairo's Office of Sustainability, and the Social and Economic Survey Research Institute at Qatar University. A 2015 MMES graduate and FLAS Arabic recipient is currently Managing Director at Syria Direct in Jordan, while another FLAS Arabic recipient and 2017 graduate went to Jordan as a Fulbright recipient where she completed independent projects for the United Nations Development Program's ME Regional Office.

Of the 1,855 Yale students who received PhDs between 2013 and 2017, 69% are gainfully employed in academic positions, 4% in government service, 3% in non-profit work, and 24% in business. In departments with high concentration of MMES graduates, most are now in academia: HIST (88% in academic positions); HSAR (88%); NELC (93%); RLST (89%); ANTH (93%); PLSC (78%). While MMES PhDs have not been officially tracked, a few examples showcase that MMES PhDs are fostering MMES outside Yale. For example, of the 6 GRAD students who received the MMES GC, 1 HSAR PhD and FLAS awardee is now tenure-track faculty at Rutgers and 1 SOCY PhD is tenure-track at UCLA, both teaching ME-related courses. In HIST, 5 ME PhDs since 2009 are now tenure-track at Universities of Cambridge, San Diego State, Portland State, Missouri, and Ryerson.

The majority of Yale's MMES GRAD alumni enter academia, however others choose to pursue careers in media and public service. From SOCY, a 2013 PhD is the Deputy Executive Director at TransitCenter and a 2017 PhD is a director with AmeriCorps Washington DC

resettling ME refugees. A 2012 ME alum is now the Risk Management Officer at the World Bank's Multilateral Investment Guarantee Agency. A 2007 ME alum is a leading ME correspondent with the Wall Street Journal.

Launching of the MMES UG major and GC program increased the number of students officially concentrating in MMES, including those who plan to pursue careers in areas of national need. Jackson was established in 2009 to train students for careers in diplomacy, security studies, government service, and public international careers, and attracts students interested in ME politics, public policy, diplomacy, and foreign service. The MMES curriculum continues to attract students from UG, GRAD, and PSs across the university.

C.6. The most recent USDE tracking survey of 2012 indicates that of 18 CMES FLAS and 5 Fulbright-Hays recipients, 10 are employed as researchers or analysts, 7 are academics, 3 in direct programs, 2 are foreign service officers, and 1 is in the U.S. military. In addition to those listed above in §C.5., other notable Yale FLAS alumni have become area specialists, including an ANTH professor at Temple U focusing on Morocco, a JD-PhD candidate at Yale/MIT in ME Urban Studies, a Public Health PhD candidate at Columbia, and a rabbi.

C.7. As demonstrated in the placement data provided above, FLAS recipients are participating in a range of professional activities. 100% of FLAS fellowships at Yale CMES go to the study of LCTLs: Arabic, Modern Hebrew, Persian, and Turkish. All of these languages expand knowledge and capabilities of Yale graduates to address national needs through educational, governmental, medical, legal, and business careers that engage with the ME.

D. Commitment to the Subject Area

D.1. Overview: Yale's CMES has grown substantially over the last few years, and the university has made advances in all aspects of MMES. In the past decade CMES has developed a new undergraduate (UG) major in Modern Middle East Studies (MMES, 2008), a graduate certificate (GC) program (2007), and moved to a suite of offices in the Whitney and Betty MacMillan Center for International and Area Studies (2009). The university encourages greater synergies among schools and units on campus, what President Peter Salovey calls a "more unified Yale," and utilizes Yale's global networks to enhance its international contributions and impact.

*The university will continue to support campus-wide research, teaching, and practice on matters of global import, including those in the ME. Yale CMES is strengthening its institutional connections in the United Arab Emirates, Morocco, and Lebanon. In the coming T6 cycle, CMES faculty Wyrzten (SOCY) and Khoshnood (SPH) have long-term research collaborations with colleagues at Al Akhawayn University in Ifrane and American University Beirut (AUB) respectively. CMES is considering adding these two ME universities as Fox Fellowship academic partners. Under the McMC, this graduate student exchange fellowship program encourages understanding between people in the U.S. and the partner country by promoting international scholarly exchanges and collaborations among the next generations of leaders.

D.1.a. Operation of Center: CMES is a constituent unit of MacMillan (McMC), which is home to 6 other regionally based Councils, all under the stewardship of Ian Shapiro, Sterling Professor of Political Science and Henry R. Luce Director. McMC, the Yale president's and vice-president's offices, the Office of International Affairs (OIA), Yale's Whitney Humanities Center (WHC), various professional schools (PS) - LAW, ARCH, SPH, DIV - Yale University Art Gallery (YUAG), and numerous departments on campus have provided support to CMES in order to

ensure a rich and vibrant set of programming initiatives. For example, the Abdallah S. Kamel Center for the Study of Islamic Law and Civilization at LAW, under the direction of CMES affiliate faculty Owen Fiss and Anthony Kronman, brings prominent scholars of Islam for public lectures, seminar discussions, visiting fellowships, and visiting professorships. The 2017-18 program included Intisar Rabb and Noah Feldman (Harvard), Fred Phillips IV (Lawyer), Sherman Jackson (U.S.C), David Nirenberg (U Chicago), and Michael Cook (Princeton U).

*The CMES hosts weekly colloquia that reflect the heterogeneity of faculty and students at Yale and serve as a forum for intellectual exchange and constructive debate. The CMES colloquium is organized by the Chair (Rizvi), in consultation with faculty. Invited speakers add diversity to the MMES curriculum, enhance course development, and help fill disciplinary lacunae. Relevant departments and programs co-sponsor most talks, ensuring robust attendance and dissemination. The Iran Colloquium and YUSRIA bring 4 speakers per term, complementing the CMES colloquium with a more direct regional (Iran) and disciplinary (Arab and Islamic Studies), respectively, focus. The CMES also supports 3-4 thematic conferences per term, which often result in published proceedings, journal issues, and working papers. These events bring US and international scholars to Yale and attract audiences from New Haven as well as the region.

*The CMES will collaborate with the Institute for the Preservation of Cultural Heritage (IPCH), which is dedicated to advancing the sustainable care, study, and use of the world's cultural heritage, to create a multi-tiered documentation, research and education platform, "Dura-Europos, Syria: Loss and Recovery from Antiquity to Modernity." This project gathers and disseminates knowledge about the ancient city of Dura-Europos (in modern-day Syria), which is evidence of a long multicultural history that shows the influences of Hellenistic, Parthian, and Roman civilizations as well as the co-existence of temples, synagogues, and churches, in a part

of the world that is virtually inaccessible today. The project will involve scholars, conservators, and museum professionals; it will engage students from K-12, as well as UG and GRAD for research, OR, and education purposes. In 2019, CMES will also partner with IPCH on the workshop “Destruction of the Bamiyan Buddhas: Local Understandings of Heritage Value in Afghanistan.” Other digital humanities initiatives include “Visual Resources of the Modern Middle East at Yale,” a new, open access database of 1000+ historical prints, photographs, and paintings that are in Yale’s extensive and diverse collections.

D.1.b. Teaching Staff: Since 2014, Yale made 11 key hires of new CMES faculty across the social sciences and humanities. They are in Near Eastern Languages and Civilizations (Chair Shawkat M. Toorawa, Kevin van Bladel, Ozgen Felek, and Selim Tiryakio), Comparative Literature (Robyn Creswell), History (Rosie Bsheer), Political Science (Elizabeth Nugent), Women and Gender Studies (Eda Pepi and Savci Evren), Religious Studies (Travis Zadeh), and French (Jill Jarvis). In 2018, several CMES faculty members were recently promoted, including CMES Chair, Kishwar Rizvi (HSAR) promoted to Professor, and Jonathan Wyrzten (SOCY) and Travis Zadeh (RLST) both promoted to Associate with tenure. This brings the total number of senior core CMES faculty to 30 (includes 17 full, 6 associate, 7 assistant). All Yale junior faculty receive 2 year-long, paid leaves, including Yale’s Junior Faculty Fellowship to fund field-based research. Several Yale PSs have strong CMES faculty involvement: SPH (1), MED (4), SON (1), DIV (3), LAW (2), SOM (2) and ARCH (1).

CMES has strong ties with NELC which, with its 22 faculty members, has traditionally provided high-quality language training and a wide variety of courses. *Yale has prioritized creating and sustaining 10 professional language lector-ships in Arabic (4), Hebrew (3), Persian (1), and Turkish (2). Lectors receive generous salaries and benefits on 3- and 5-year, renewable

contracts. They are promotable from Lector to Senior Lectors 1 and 2, generating both loyalty and longevity. In addition to providing generous support for travel and pedagogy, CMES supports the Arabic and Hebrew lectors to build innovative classroom experiences, including co-taught bilingual courses, workshops, and teacher training activities. The Judaic Studies Program (JSP) is a vital partner with the NELC Hebrew program, and its majors benefit greatly from the close relationship between the CMES, NELC, and JSP.

*Yale CMES has a vibrant community of VSs, post-doctoral fellows and associates (PDF and PDAs), which strengthens Yale's linkages in the region and enhances its MMES curriculum. Yale also offers PhD students from the ME the status of Visiting Assistant in Research, which allows them to conduct research at Yale under the supervision of a Yale faculty member. Since 2014, CMES has hosted 15 VSs and PDFs from the University of Sussex's Institute of Development Studies (UK), Cairo University (Egypt), the American University of Cairo (Egypt), Bogazici University (Turkey), Ecole Pratique des Hautes Etudes (France), the Catholic University of Milan (Italy), Tel Aviv University (Israel), the United Nations Economic and Social Commission for Western Asia, and Oxford University (UK).

*CMES is committed to encouraging varied intellectual perspectives across campus. The collaboration with the Yale Program for the Study of Antisemitism will focus on documentation of the Iranian Jewish Archives and also hold lectures that shed light on the political and religious diversity within the Middle East. In addition, the CMES is committed to exposing students to career options in development, diplomacy, and government service. For example, 2017-18 VS Shaul Mishal is head of the Middle East Program at the Lauder School of Government, Diplomacy and Strategy at the Interdisciplinary Center in Herzliya and the Brian Mulroney Professor of Government at Tel Aviv University. In April 2016, Prince Moulay Hicham Ben

Abdallah of Morocco gave the annual Coca-Cola World Fund at Yale Lecture: “The Arab Spring Reloaded.” In 2016-17 alone Yale and CMES hosted more 50 ME presenters.

*The Yale Maurice R. Greenberg World Fellows Program (WFP) brings to campus emerging leaders who work on pressing global issues including those affecting the ME. From 2014-2017 9 WFs joined CMES and contributed to its academic life, curriculum, programming, and OR activities. Within its most recent group in Fall 2017, 2 WFs joined CMES: 1) Abdul-Rehman Malik, programs manager for the Radical Middle Way, which offers faith-inspired guidance to enable change and combat exclusion and violence. Malik organized a day-long workshop “Beyond countering violent extremism: enduring challenges, emerging policy frontiers and new lines of inquiry” which brought as keynote Faiza Patel, Co-Director of the Liberty and National Security Program at the Brennan Center for Justice; and 2) Lorna Solis, CEO of Blue Rose Compass, a non-profit organization dedicated to empowering gifted young refugees. In 2018 WFP will bring Omar Mohammed, an Iraqi historian who works at the intersection of academia, social media, and civil society; and Sultan Al-Qassemi, a United Arab Emirates-based columnist and researcher on social, political, and cultural affairs in the Arab Gulf States.

*Collaborating closely with the Qatar Foundation, WFP is creating an international platform for the education and development of globally engaged young leaders for the World Innovation Summit for Education (WISE). In March 2017 WFP director Emma Sky and 4 WFPs, participated in the WISE summit in Athens, Greece, which hosted workshops on the Global Refugee Crisis for 30 young global leaders.

D.1.c. Library Resources: Established in 1870, the Near East Collection (NEC) at Yale University Library (YUL) is one of the oldest collections devoted to this topic in North America and is in one of the world’s largest research libraries. Yale’s entire collection related to the study

of the ME consists of more than 300,000 volumes in ME languages held throughout Yale's library system, plus more than half a million volumes on the ME in European languages (see §E.1.a.i.). In FY18, the library's acquisition budget for materials in Arabic, Persian, and Turkish was \$151,560. In addition, nearly \$274,000 was allocated for the Judaica Collection (JC), consisting of 250,000 volumes in Hebrew, Yiddish, and Western languages.

D.1.d. Linkages Abroad: *Yale CMES is dedicated to developing collaborations with partner institutions in the ME region. Through the Fox Fellowship Yale has excellent relations with Boğaziçi U (Turkey) and Tel Aviv U (Israel). Since AY 2014-15, 9 students have participated in the Yale-Boğaziçi exchange and 6 in the Yale-Tel Aviv exchange. Yale maintains close links to institutions in Morocco through its Yale Summer Session Arabic program in Rabat. CMES faculty Jonathan Wyrzten (SOCY) has a long-standing connection to Al Akhawayn University in Ifrane which hosts his MMES summer course "Society and Politics of North Africa." CMES - member Mark Lazenby cooperates with colleagues at the King Hussein Cancer Center (KHCC) in Amman, Jordan, where he conducts research on the role of religion and spirituality in the wellbeing of cancer patients treated at KHCC.

*In 2015 CMES faculty Kaveh Khoshnood (SPH) successfully piloted a faculty manuscript writing workshop in Lebanon to provide a catalyst for producing high-quality papers that may also generate future collaboration on conflict and refugee related issues. Khoshnood is also creating joint Yale-AUB research projects with MPH students who will travel to Lebanon to conduct research projects on the topic of "Conflict, Forced Displacement, and Health." *CMES Chair Kishwar Rizvi established "The Global Museum," a collaborative initiative with the Smithsonian Institution, the Louvre Abu Dhabi, and Sharjah Art Foundation to investigate how 21st century museums generate national identity and social change.

*The active Yale Arab Alumni Association (YAAA) is headquartered in Beirut and includes more than 200 alumni from diverse regions of the ME. YAAA functions as a global, digital network and also a collection of local alumni communities in Dubai, Damascus, Beirut, and Amman. In 2014 and 2015 YAAA held the conference “Leaderships Forums for Volunteer and Leadership Innovation” in Dubai, and in 2017 the workshop, “Next Generation Global Public Health: Inspiring Innovations and Critical Challenges,” also in Dubai, attended by SPH Dean, Sten Vermund, CMES Chair Kishwar Rizvi, and Yale GRAD students.

D.1.e. Outreach: *Currently, McMC provides a salary for 1 half-time staff member and additional temporary staff who support the CMES OR program. McMC also funds joint OR programs for the community and schools through its Programs in International Educational Resources (PIER) (see §I). In addition, PGA Abdul-Rehman Malik will continue 2018-19 to work on OR through teacher-training and high school programs with a focus on NHPS.

D.1.f. Qualified Students: Yale has a fundamental commitment to ensuring accessible education to qualified students. For undergraduates, this has resulted in one of the strongest financial aid programs in the country, due to Yale’s commitment to provide financial aid without loans. YC has a need-blind admission policy and meets 100% of demonstrated need for all students, including international students. Yale also partners with QuestBridge, a national non-profit organization that links high-achieving, low-income students with scholarships at leading US universities. Currently, 64% of YC students receive financial assistance with the average need-based scholarship totaling \$49,575. Families with incomes less than \$65,000 pay nothing. In 2017-18, Yale had 36 students from the ME of whom 28 received financial aid totaling \$1,532,761. Financial aid granted to PSs varies based on need and individual school endowments. For example, the LAW, in addition to selective fellowships and scholarships,

provides all students with the Career Options Assistance Program, which allows students entering public service, academia, non-profits, or other organizations with traditionally lower salaries a sliding scale of debt forgiveness; this program encourages students to choose public interest careers without concern over repayment of debt. The GSAS provides all PhD students with at least 5 years of full funding that includes a full tuition fellowship (\$41,000 in 2017-8), health care, and a minimum stipend of \$29,104 in 2017-18. In 2017-18 Yale had 89 GRAD and PS students from the ME of whom 64 received financial aid totaling \$3,010,755.

McMC annually provides year-long and summer fellowship support (up to \$18,000 and \$5,000, respectively) for GRAD students researching on the ME. CMES has 2 endowment funds and 1 gift: 1) the Libby Rouse Fund for Peace Fellowship which supports UG research (\$2,000-\$5,000) on the ME or Central Asia; 2) the Ganzfried Family Travel Fellowship, which supports UG and GRAD research in Israel or for academic work elsewhere in Jewish Studies; and 3) the Çağatay Gift, which supports UG and GRAD research in Turkey. In 2016-17 McMC awarded 318 research and travel grants to UG, GRAD, and PS students totaling \$2,417,137.

CMES works with campus student organizations, including: 1) the Arab Student Association (ASA); 2) the Yale Friends of Israel (YFI); 3) the Yale Friends of Turkey (YFT); 4) the Iranian Students at Yale (ISY); 5) the Muslim Students' Association (MSA); 6) Jews and Muslims at Yale (JMaY); and 7) the International Refugee Assistance Project (IRAP). The Dean of Student Affairs Office provides support to these registered student organizations while CMES provides program funding and publicity. For example, YFI hosts community events and public lectures which address the political situation in Israel from multiple perspectives. In April 2017, they hosted the lecture: "Antizionism or Antisemitism? A discussion with Dr. Charles Small."

E. Strength of Library

E.1a.i. The Yale University Library (YUL) holds nearly fifteen million volumes in both print and electronic format. YUL's microforms collection is the country's second largest. The library maintains tens of thousands of print and electronic serial subscriptions, and access to nearly 1000 electronic databases. It holds nearly 250,000 print and electronic maps and atlases. ME-related materials are principally housed in Sterling Memorial Library (SML) but also held throughout the library system. In addition to SML, ME-related materials are held at Yale's Center for Science and Social Science Information. The country's third-largest collection of ME manuscripts and documents is held at the Beinecke Rare Book and Manuscript Library.

The Near East Collection (NEC), established in 1870 with the donation of the library of Edward Elbridge Salisbury (1814-1901), consists of more than 300,000 volumes in ME languages and more than 500,000 volumes in European languages. In addition to monographs, the collection includes 7,500 microfilms and 4,000 manuscripts in Arabic, Persian, and Ottoman Turkish. SML subscribes to nearly 1,000 periodicals in both print and electronic formats with ME content and provides access to hundreds of ME news publications through database subscriptions and microfilm archives. At its founding, the collection's strength lay in Arabic materials; however, responding to faculty teaching and research initiatives, the library has considerably expanded its Persian and Turkish collections, acquiring materials in all formats.

The Judaica Collection (JC), established in 1915, is one of the leading sources of materials dealing with Judaica and the Hebrew language in the nation. This 250,000-volume collection includes manuscripts, rare books, and periodicals on all periods of Jewish literature and history. It includes more than 64,000 volumes in Hebrew and 16,500 in Yiddish. Yale currently subscribes to nearly 600 Hebrew and Yiddish periodicals.

E.1a.ii. The NEC and JC receive strong support from the YUL administration. Yale's substantial financial support for ME-related collections is detailed in §D.1.c. The University fully supports 3 full-time professional librarians for selection, reference, and cataloging, and 1 full-time support staff member for acquisitions and cataloging.

E.1b.i. YUL maintains collaborative relationships through the resource-sharing OCLC network of libraries. It is a member of the Center for Research Libraries in Chicago, which, with its ME Materials Project, and participation in other consortia such as Borrow Direct, allow Yale students and faculty to access resources well beyond those that are locally available. YUL's website provides access to nearly one thousand databases, including several in ME languages (e.g., Mideastwire, Early Arabic Printed Books from the British Library, and Library Press Display). These databases also contain items translated into English and other Western languages from Arabic, Persian, and Turkish sources. In addition, SML has developed AMEEL (A Middle East Electronic Library), a major electronic digitization project for its ME holdings. AMEEL provides scholars and students worldwide with online access to a selection of Arabic-language scholarly journals and official gazettes that is fully searchable in Arabic script—through the generous support of Title VI, the National Endowment for the Humanities, and YUL. The AMEEL project has helped bring researchers and students to Yale to take advantage of YUL's unique resources.

E.1b.ii. YUL's resources are open to all bona fide researchers. Reference materials on ME and Islamic studies are available in a dedicated reading room. All material on the shelves of YUL's UG study library (Bass) can be accessed by members of the general public up to 6 p.m. every day. Teachers, students, and faculty from other institutions may discover Yale holdings through the YUL website and online catalog (ORBIS), as well as through OCLC's WorldCat.

F. Quality of the Applicant's Non-Language Instructional Program

F.1.a. CMES faculty teach over 150 non-language ME-related courses in 20 departments, programs, and PS. MMES draws upon the university's strengths in the study of ancient and pre-modern ME, through UG and GRAD degree programs in NELC. CMES has established 2 major regional initiatives—the Yale Program in Iranian Studies (YPIS) and the Turkish Studies Program (TSP)—with numerous course offerings. CMES is also strong in its Islamic Studies and Judaic Studies curricula, with offerings in RLST, HSAR, NELC, PLSC, and DIV.

F.1.b. Currently six Yale PSs—ARCH, DIV, LAW, SOM, FES, and SPH—offer 34 courses with 25%-100% ME content. As an example, in Spring 2017 LAW/GLBL offered “Contemporary Arab Politics” with Robert Ford, which examined the Arab political order from Nasserist statism to the Islamist state. Todd Reisz's ARCH course explores “City Making on the Arabian Peninsula,” and Alice Miller's course (LAW/SPH) “Sexuality, Gender, Health, and Human Rights” explores the human rights perspectives of sexuality and health.

F.2. Yale promotes interdisciplinary courses through two mechanisms: 1) cross-listing courses between 2 or more departments; and 2) situating courses within interdisciplinary programs and departments on campus. For example, of the 192 CMES courses offered in 2016-17, 43 of them are cross-listed between MMES and at least one other department. Popular cross-listed courses in ME studies are “Art and Revolution in the Modern Middle East” taught by Kishwar Rizvi (HSAR) cross-listed MMES and HSAR, and “Zionism” taught by Eliyahu Stern (RLST) cross-listed with MMES, HIST and JSP. At the GRAD level, “Islamic Social Movements” taught by Jonathan Wyrzten (SOCY) is cross-listed with MMES and AFST. As seen in Appendix I, there are many examples of interdisciplinary courses at Yale. McMC itself is inherently interdisciplinary, housing 7 area studies councils, the Gilder Lehrman Center for the Study of

Slavery, Resistance, and Abolition, and the Program on Refugees, Forced Displacement, and Humanitarian Responses.

*New CMES curricula initiatives will include collaborations with the Brady-Johnson Program in Grand Strategy, by funding lectures by MES academics and practitioners from across the political spectrum. Students identify principles of strategy and examine the extent to which these were or were not applied in historical case studies from the Peloponnesian War to the post-Cold War period. During the summer, students undertake research projects or internships designed to apply insights to the detailed analysis of a particular strategic problem or aspect of strategy, whether of a historical or contemporary character. Increased MES content in the program will ensure better preparation for students planning careers in law, public policy, diplomacy, and other forms of government service.

F.3.a. Twenty-five of the core faculty and 32 of the affiliate faculty in CMES are non-language instructors. Eleven new CMES faculty hires since 2014 add to the ongoing strength in the ME non-language curriculum at Yale. Hires over the past decade represent multiple departments. All the major ME-related social sciences and humanities at Yale now have CMES core faculty and lecturers. Yale has 2 ME political scientists (Lyall and Nugent), 1 sociologist (Wyrzten), 6 anthropologists (Erami, Grewal, Inhorn, Newman, Pepi, Panter-Brick), 6 historians (Allouche, Amanat, Bsheer, Jarvis, Marcus, Mikhail), 7 literature specialists (Creswell, Elbousty, Goren, Gutas, Hever, Roginsky, Toorawa), 2 economists (Köker, Mobarak), 3 art historians (Foster, Nelson, Rizvi), 4 experts on contemporary religions (Bowering, Davis, Griffel, Zadeh), and 5 specialists in health and medicine and the (Dib-Hajj, Khoshnood, Lazenby, Mowafi, Rastegar).

F.3.b. All Yale UG and GRAD courses are taught by faculty members and lecturers. However, GRAD Teaching Fellows (TFs) lead discussion sections for larger courses. Once advanced to

candidacy, they may serve as co-instructors with faculty mentors and, occasionally, develop their own summer school courses. TFs are required to undergo instructional training through the Center for Teaching and Learning (CTL), which provides pedagogical courses, workshops, and individual consultations. It also archives pedagogical texts, journals, and videos and publishes *Becoming Teachers: The TF's Guide*, and runs the "Teaching at Yale" day for TFs each semester. All TFs meet weekly with faculty mentors and are evaluated by students through confidential, online evaluations. In general, all Yale teaching faculty undergo a rigorous, confidential course evaluation process, to ensure a high-quality UG and GRAD curriculum.

F.4. Yale CMES has developed several substantive areas of curricular specialization, as follows:

*Modern Middle East Studies: MMES offers courses to UG, GRAD, and PS students, across the humanities and the social and medical sciences. Courses focus on MME culture, history, religion, politics, and society, and incorporate Arabic, Hebrew, Persian, and Turkish. CMES is building special regional strengths in Lebanon, Syria, Jordan, and Israel (Cole, Creswell, Goren, Hever, Howorth, Inhorn, Khoshnood, Mowfi, Panter-Brick, Pepi, Roginsky, Yeret); North and Saharan Africa (Jarvis, Pepi, Wyrzten); and the Arabian Gulf (Bsheer, Reisz, Rizvi, Rogers).

Yale Program in Iranian Studies: Directed by former CMES Chair Amanat (HIST), YPIS promotes the study of Iran, Afghanistan, and the Persian cultural sphere. YPIS has one of the largest cohorts of modern Iranian Studies faculty in North America (8) including Amanat (HIST), Rizvi (HSAR), Van Bladel (NELC), Erami (ANTH), Panter-Brick (ANTH), Khoshnood (SPH), Rastegar (MED), and Lyall (PLSC). YPIS also currently benefits from 2 PDFs who offer courses in MMES: Siamdoust and Adlparvar.

Islamic Studies: Yale has significant strength in Islamic Studies, including 3 senior faculty members in RLST (Bowering, Griffel, Zadeh), 2 senior faculty in NELC (Toorawa, Van Bladel),

1 senior faculty in HSAR (Rizvi), 1 senior faculty in HIST (Amanat), and 1 senior faculty in AMST (Grewal). Yale currently has 11 PhD students in Arabic and Islamic Studies.

Turkish Studies Program: Yale's TSP is a vibrant group of 4 faculty members -- Mikhail (HIST), Gutas (NELC), Felek (NELC) and Köker (ECON) -- who promote the study of Turkey.

Supported by the Çağatay gift to the university, the group strengthens curricular offerings and hosts events that reflect Turkey's diverse culture and its important role in the ME. TSP currently benefits from Visiting Associate Professor Aysen Candas from the Department of Political Science and International Relations at Bogazici University in Istanbul. She teaches "Turkish Politics and Gender" and "Social Policy in Turkey" at GRAD and UG level. In April 2017, TSP hosted a conference, "Turkey Today: Democracy, Identity, and Political Conflict," featuring Yusif Magiya and Aslihan Saygih (Columbia) and Robert Kaufman (Rutgers).

G. Quality of the Applicant's Language Instructional Program

G.1. Overview: NELC offers a wide array of ancient, classical, and modern languages. Strengths in modern languages are in Modern Standard Arabic and Modern Hebrew, complemented by significant programs in Persian and Turkish. In 2016-17, courses in modern ME languages grew to a record 38 with 456 enrollments. These numbers are slated to expand over the next 4 years as NELC is committed to substantial growth in both Persian and Turkish instruction and to maintaining numbers in Arabic and Hebrew. *In 2019-20, CMES will support a new course initiative "Hebrew-Arabic Language Foundations," co-taught by Hebrew (Dina Roginsky) and Arabic (Sarab Al Ani) instructors, for students with a background in one Semitic language to learn the foundations through Arabic and Hebrew's linguistic similarities.

G.1.a. Extent of Language Instruction: Yale offers instruction in more than 15 ME-related languages. Students receive 6 hours of instruction per week in intensively-taught courses. In addition to the 4 main ME languages, courses are also offered in Levantine Arabic dialect, Aramaic (spoken today as neo-Aramaic), and Coptic (a church language in Egypt today). Persian instruction is bolstered by courses in Indo-Persian, taught since 2016 by RLST faculty, and by robust YPIS programming. Ottoman complements offerings in Modern Turkish. (See Table 2)

Students seeking advanced training in other Arabic dialects (Iraqi, Moroccan, Egyptian, Yemeni), Dari Persian, or other Central Asian languages, may study them through the Directed Independent Language Studies (DILS) at Yale. DILS students work with texts and audio independently, and meet with native-speaker language partners twice a week. The Assistant Director of Yale's Center for Language Study (CLS), approves the learning plans based on input from a university language teacher. Since 2014, 48 students have taken DILS courses in Egyptian, Iraqi, and Levantine Arabic, Armenian, Farsi, Kurdish, and Kurmanji. DILS plans to add Amazigh (Berber) and Gulf Arabic (Khalījī). Exams done through Oral Proficiency Interview (OPI) testing confirm that DILS students achieve excellent language proficiency.

G.1.b. Enrollments: Arabic language training has blossomed at Yale in the past decade. Under the direction of Toorawa (NELC), Arabic enrollments in 2016-17 exceeded 250. Of the 42 languages taught at Yale, Arabic was in 7th place, alongside Russian. Hebrew enrollments are also substantial, enrolling 116 UG, GRAD, and PS students in 2016-17. 30 students enrolled in Persian in 2016-17, 32 in Turkish, and 12 in Ottoman Turkish. (See Table 2)

Table 2. Increases in Language Course Offerings and Enrollments in the 4 Core ME Languages, 2013-2017

	Language				Literature				Total			
	#Courses		#Enrollment		#Courses		#Enrollment		#Courses		#Enrollment	
	2013-14	2016-17	2013-14	2016-17	2013-14	2016-17	2013-14	2016-17	2013-14	2016-17	2012-14	2016-17
Arabic	7	11	121	256	3	1	16	10	10	12	137	266
Hebrew	6	12	70	116	2	--	3	--	8	12	73	116
Persian	6	4	36	27	--	1	--	3	6	5	36	30
Turkish	6	8	51	41	1	1	4	3	7	9	55	44
Totals	25	35	278	440	6	3	23	16	31	38	301	456

G.2.a. Levels of Training: *Arabic and Hebrew are taught through the 4th year; Persian and Turkish are taught L1 to L5. In 2017-18, 4 Arabic literature classes were offered -- 2 classical and 2 modern -- and will remain at this rate throughout 2018-22.

G.2.b. Courses in Other Disciplines: ME languages are used in a wide array of non-language courses. RLST courses use Arabic sources in the study of Islamic religious thought and philosophy, and seminars on Rabbinic texts use Hebrew. NELC offers an array of advanced courses that use primary sources in ME languages, including a Turkish cinema course conducted in Turkish as well as “Israel in Ideology and Practice” taught in Hebrew by Roginsky. DIV teaches more than 8 courses requiring ME languages. Amanat and Mikhail (HIST) offer a popular research GRAD seminar on reading primary sources in Arabic, Persian, and Turkish.

G.3.a. Number of Faculty: *Currently 9 full-time language lectors teach 22 contemporary language courses each year, with 1 additional faculty starting this fall. Yale employs 4 Lectors in Arabic (Al-Ani, Alkasimi, Aziz, Elbousty), 3 Lectors in Hebrew (Goren, Roginsky, Yeret) and 1 in Persian (Shayesteh). In Turkish, lector Selim Tiryakiol will join Felek in Fall 2018. 2017-18 was the 7th consecutive year that Yale won a Fulbright Language Teaching Assistant (FLTA) for Turkish. NELC abides by FAS procedures in reviewing all language faculty, including scrutiny of a dossier of syllabi, instructional materials, student evaluations, and publications; observing classes; and meeting to discuss pedagogy, performance, and expectations.

G.3.b. Pedagogical Training: CLS provides resources for language instruction and curriculum development and funds faculty grants for course enhancement. Most NELC instructors are actively engaged in CLS events and activities, such as Brown Bags and workshops. Roginsky and Al-Ani received CLS Fellowship course releases during Fall 2017 to pursue pedagogical projects. Goren, Al-Ani, and Roginsky participated in the 5-day Instructional Innovation Workshop on Culture. Al-Ani was also awarded a Professional Development Leave. Furthermore, CLS offers web-based templates for ME language lectors to a) develop pedagogical materials and b) support students' engagement with authentic texts.

G.4.a. Performance-Based Instruction: CLS works closely with CMES and NELC to offer ACTFL (American Council on the Teaching of Foreign Languages) testing to all graduating seniors. Nearly all NELC instructors have pursued or received ACTFL certification over the past several years to become OPI (Oral Proficiency Interview) testers. This involves an intensive 4-day workshop followed by a year of additional training. This is an internationally recognized proficiency standard and provides instructors with objective measures for setting curricular goals and learning outcomes. *Since 2012, CLS in cooperation with the Center for Teaching and Learning (CTL) offers the Certificate in Second Language Acquisition (SLA). Designed for language and literature GRAD students, SLA provides a comprehensive training program in second language acquisition, language teaching methodology, and applied linguistics. *Yale also offers the U.S. State Department Arabic exam as an optional component at students' request.

G.4.b. Resources for Teaching and Practice: *In addition to pedagogical resources listed above (§G.3.b), L1-L5 course materials are permanently available through Yale's online server. The Yale Arabic faculty have created a template for day-to-day teaching assignments.

Yale offers extensive resources for language practice outside formal classroom settings. In addition to DILS (see §G.1.a), the Fields program at CLS offers GRAD, UG, and PS students majoring in fields other than language and literature highly individualized advanced language study within their major. CMES funds 8 DILS and 2 Fields students per year. NELC hosts weekly Arabic and Turkish tables, and Slifka holds weekly Hebrew tables. A collaboration with Na Takallam will pair students with Syrian Refugees to learn Levantine Arabic dialect. The newly formed Yale University Seminar for Islam and Arabic (YUSRIA) holds 3-4 sessions per semester for advanced discussion of primary sources in ME languages with faculty, students, and visiting scholars. CMES Cinema offers bi-weekly films in ME languages (see §I.1c.).

G.4.c. Requirements: UG students are required to study a foreign language, regardless of level of proficiency at the time of matriculation. Depending on their prior preparation, students take 1–3 terms of foreign language study to the intermediate (L3) or advanced (L4 or L5) levels. UG MMES majors must complete 2 terms of language training at the L5 level, and UG NELC majors must complete 2 years of language study in a language that pertains to their focus. The GC in MMES requires 2 years of language study in 1 ME language. Language proficiency requirements for PhD students are field-specific. NELC GRAD students in Arabic and Islamic Studies take 6 seminars using primary Arabic sources on diverse topics. HSAR and HIST ME GRAD students are required to have proficiency in at least 1 ME language. RLST GRAD students in Islamic Studies must be proficient in literary Arabic and study Persian to the L4 level.

H. Quality of Curriculum Design

H.1a. Between 2014-18, CMES trained 576 majors in a variety of fields who concentrated their studies in MMES. In 2008, YC formalized a new MMES major within CMES. The major continues to grow and has since 2016 been supervised by faculty member Travis Zadeh (RLST).

*The Modern Middle East Studies major focuses on the culture, history, religion, politics, and society of the modern ME in its full geographical breadth, using any of its four major languages, Arabic, Hebrew, Persian, and Turkish. Courses are selected from departments across the humanities and social sciences. 12 term courses are required including 1 course at the advanced level in a ME language and 2 survey courses on the modern period. Students take 8 distribution courses focusing on any aspect of the culture, thought, history, religion, politics, and society of the region. These courses must be spread geographically and temporally and include 2 courses from 2 different regions or countries within the ME, 2 courses from different departments, and 2 that focus on the period before 1750. The MMES major gives students the language skills necessary to understand complex issues of the ME and serves as excellent preparation for graduate study or for government, business, and professional careers in which an understanding of the ME region is essential.

H.1.b. UG NELC majors gain sound competence in a ME language and a broad knowledge of ME literatures, civilizations, history, and archaeology. NELC has revitalized in the past 2 years with new hires: 2 senior Arabists (Toorawa, Van Bladen), a fourth Arabic lector, and a new Turkish lector. The major prepares UG students for graduate, governmental, or professional work that requires Arabic, Persian, Turkish, or Hebrew.

The MMES major is richly supported by 103 MMES and NELC courses currently offered at Yale (since 2016). Of these, 14 are taught by new faculty hired since 2016 and 45 are

modern language and literature courses. The new faculty have added richness and breadth to the curriculum, including courses on “Gender and Citizenship in the Middle East” (Pepi), “The Algerian War of Independence through Literature” (Jarvis), and “The Arabian Nights Reinterpreted through Modern Writers” (Toorawa). MMES courses are also popular among majors in other departments who write senior theses on MES subjects.

H.2. Yale takes student advising seriously at UG, GRAD, and PS levels, and provides resources in academic, career, and social affairs. Each department has a Director of UG Studies (DUS) and a Director of GRAD Studies (DGS). For UG and GRAD students, Yale’s Office of Career Strategy helps students to clarify career aspirations and identify opportunities, and offers support at every stage of career development. The PSs, like LAW, MED, SOM, and Jackson, have robust, school-specific career development offices to help graduates navigate job markets.

H.3.a. The CMES Graduate Certificate program (GC), initiated in Fall 2007, documents regional ME expertise for master’s (MA) and doctoral students from diverse disciplines. To obtain the GC, students must complete the 2 years of successful study in a ME language; complete GRAD-level MES courses in at least 2 disciplines; and prepare a MES research paper that demonstrates field-specific research ability. The GC’s goal is to recognize MMES competency among GRAD students at the MA, doctoral, and PS levels.

H.3.b. Yale’s departments of ANTH, CPLT, HIST, HSAR, NELC, PLSC, and RLST attract significant numbers of ME-focused doctoral students, with 85 enrolled in 2017-18. All 85 are fully funded and receive generous stipends. *These students have been placed in academia, professional practice, and public and governmental service. Out of Yale’s 13 PSs, CMES maintains particularly close relationships with ARCH, DIV, LAW, SOM, SON, and SPH. NELC’s ME language classes serve students at all academic levels across the university.

Yale's PSs offer students opportunities to study the ME within the context of their degree. *SOM includes the ME among the destinations for its "Global Network for Advanced Management." Koç U Graduate School of Business (KUGSB) in Turkey is an active member of this network of business schools. SOM students attend classes at Koç U, tour Turkish businesses, and meet with experts focused on current business problems. In Yale's SPH, Khoshnood's course "Conflict and Health" will send MPH students to Lebanon to collaborate with the Faculty of Health Sciences at AUB. Similarly, SON faculty Lazenby cooperates with colleagues at KHCC in Amman, Jordan, raising SON students' understanding of Islam and spirituality in palliative cancer care (for more detail, see §D.1.d). *In addition to the LAW's Kamel lectures, CMES is growing collaborations with LAW. In Spring 2018, CMES hosted a panel discussion at LAW, "The State of Statelessness" featuring legal experts from academia and NGOs. This exposed the audience of UG, GRAD, and PS students to contemporary legal issues and also possible career tracks in academia and public service.

H.4.a. Yale encourages students at all levels to take advantage of study abroad (SA) and intensive summer language programs. It provides generous financial support for SA, through the Center for International and Professional Experience, McMC, Yale's various residential college programs, and other units on campus. CMES provides 3 summer fellowships (Rouse, Ganzfried, and Çağatay). The YC Career Services office, the Jackson Institute Career Center for students focused on policy and foreign affairs, and the CMES website and list-serve provide students interested in the ME with up-to-date information. In 2015-16, 92 students participated in SA, language, and research programs in Egypt, Iran, Israel, Jordan, Morocco, Oman, and Turkey. *Now in its 12th year, the Yale Fox International Fellowship Program, a collaboration between Yale, Boğaziçi U, and Tel Aviv U, offers opportunities for Yale GRAD students to study in

either Israel or Turkey (2 outgoing students in 2017-18) and for Yale students to engage with Israeli and Turkish exchange students (2 incoming in 2017-18).

*Yale and CMES encourage field experience by supporting ME travel courses. For example, Wyrzten (SOCY) leads a summer program in Morocco. In 2015, Elbousty (NELC) established a Yale Summer Session Arabic program in Rabat, Morocco. In summer 2016, 14 UG students participated. Returning students automatically qualified for L5 Arabic. Rizvi's (HSAR) "Museum and Nation" GRAD course traveled to UAE for two weeks in Spring 2014 and 2018. The 2014 seminar resulted in a symposium and three students' papers were published in peer-reviewed journals, such as *Jadaliyya*. The next symposium will be held in September 2018.

The success of these summer programs and travel seminars represents a new CMES-Title VI initiative that will fund graduate courses with field research components to travel during Spring Break. For example, Wyrzten's (SOCY) course, "Global Mediterranean," will travel to Morocco and Khoshnood's (SPH) "Conflict and Health" will take students to AUB in Lebanon.

H.4.b. From 2015-17, 90 Yale students attended SA and language programs, held internships, or conducted research in Morocco, Iran, Israel, Jordan, Oman, and Turkey. Selected programs include: Qalam wa Lawh Center (Rabat, Morocco), Koç University (Ayvalik, Turkey), Al Akhawayn (Ifrane, Morocco), and the Qasid Institute (Amman, Jordan). CMES belongs to the Eastern Consortium in Persian and Turkish, facilitating Yale students' access to these languages.

I. Outreach Activities

I.1. Overview: CMES has made tremendous use of USDE Title VI funding to expand its local, regional, national, and international OR activities in areas for the K-12, Postsecondary, business, media, and general public. CMES takes seriously its commitment to provide diverse perspectives

on a region of crucial importance to US domestic and international interests, and recognizes the need for historical and well-rounded discussions on the Middle East. Towards that goal, it partners with scholars, students, public school teachers, and community members, to host activities that will both educate and encourage constructive debate.

In academic year 2016-17 CMES organized or helped sponsor more than 160 public events, including lectures, colloquia, workshops, exhibits, film series, musical events, and conferences, reaching more than 16,000 people. A highlight from the 2017-18 CMES Colloquium featured NH residents Jake Halpern and Michael Sloan, who presented “Cartoons in Crisis: The New York Times Reports on Refugees...in a Comic Strip,” their Pulitzer Prize winning series for the NY Times. The talk drew over 100 people largely from the NH public including several K-12 students. This is the model for the new CMES initiative “Middle East in New Haven” which will bring local community members to present on ME topics at Yale. Some OR events, such as the YUAG exhibition “Modern Art from the Middle East,” have attracted large regional audiences, school groups, and the national media. The exhibition, held from February 24 to July 16, 2017, received some 5000 visitors. It was co-curated by CMES Chair Kishwar Rizvi (HSAR) and presented paintings and sculptures drawn from the Barjeel Art Foundation in the UAE by artists rarely exhibited in the United States.

A table of 2014-17 CMES events indicates the high participation in its OR activities:

Table 3. CMES Events at Yale, 2014-17

		Conferences	Workshops	Lectures	Cultural Events	Total
Number of Events	2014-15	2	11	44	10	67
	2015-16	7	12	64	35	118
	2016-17	7	12	101	46	166
Total		16	35	209	92	443
	2014-15	39	359	1,915	7,246	9,559

Number of Participants	2015-16	264	292	1,800	1,948	4,304
	2016-17	320	616	4,131	11,570	16,637
Total		623	1,267	7,846	20,764	30,500

Most of the events enumerated in Table 3 have benefitted from significant CMES faculty input, planning, and participation. For instance, CMES faculty Griffel (RLST) and Wyrzten (SOCY) participated in the workshop for educators “ISIS: A New Type of Islamic Movement.” Faculty from a variety of departments and PSs have helped to build OR programs.

*In Israeli and Jewish Studies, Yale collaborates with Slifka and the JSP to present contemporary programming on Israel, Palestine, and Jewish minority communities in the ME. Towards that goal, CMES has initiated the collaboration with YPSA and its Iranian Jewish Archives project. OR events related to this initiative will include public talks on the archive and the history of Judaism in the ME and will be open to the public and NHPS teachers and students. Ten CMES faculty members are involved in Israeli, Judaic, and Jewish Studies, including James Leckman (MED), a professor of child psychiatry who runs Yale’s unique Child Study Center, focusing on mental health consequences of war for both Israeli and Palestinian children.

I.1a. Elementary and Secondary Schools: *Yale CMES combines its OR efforts with those of McMC’s Program in International Educational Resources (PIER) to reach area schools K–16. PIER is committed to serving under-resourced schools in minority districts, particularly the New Haven Public Schools (NHPS), as well as community colleges (CC) throughout the U.S., with its annual summer institutes. PIER offers workshops for K–16 educators that focus on developing knowledge about the ME, introducing new resources for teaching about topics related to the area, and pedagogy for linking ME subject matters to diverse curricula. Since 2014 CMES and PIER have offered several faculty-led workshops averaging 25-30 attendees, including: Dan Este (LAW), “Symposium on International Relations on Climate Change”, and Kaveh Khoshnood

(SPH), “Violent Conflict, Displacement and Public Health.” To create a readily available platform of teacher resources, PIER co-organized a 3-part webinar series addressing ME regional content for middle and high school teachers in October 2016, on 6 topics: History & Geography, Politics & Economics, Religion & Society. This event was a collaboration between the CT Council on Social Studies, CT Dept of Education, and Central CT State University, which “houses” the webinars. *Building on this strong foundation, CMES is developing three distinct strands of ME programming in 2018-19 to support teachers and educators in NH and beyond. The program includes (1) “Demystifying the Middle East,” (2) “Sense and Sensibility: Building Trust through Language,” and (3) “Religious Literacy for the Classroom.”

PIER runs the World Culture and Language After School Studies (World CLASS) Program, providing beginning and intermediate instruction to over 180 8th-12th grade students annually in 12 LCTLs, including Arabic and Urdu. World CLASS has offered Arabic for 16 years currently at 2 levels of instruction, enrolling 31 students (22 beginning and 9 intermediate) from 8 area schools in 2017-18 alone. Due to high demand in 2018-19 a third section of Arabic will be added as well as Persian and Hebrew. With financial support from the Yale Office of NH and State Affairs and CMES, PIER offers all tuition-based programs free of charge to NHPS students and teachers. To enhance the World CLASS program, CMES will partner with Yale Pathways to Arts and Humanities to integrate dynamic ME content into World CLASS Arabic language classes on themes such as “Mapping the World,” focusing on the ME region.

*In July 2015, CMES hosted its annual week-long Summer Institute for Teachers (SIT): “Global Challenges: Climate Change & Food Security.” Participants explored issues of ecosystem imbalance in the ME, met with farmers, and developed classroom materials. Debbie Humphries (SPH), an expert on food security, led a complementary 12-day trip to Morocco. The

4 most recent SITs served more than 125 educators, focusing on subjects such as “Ancient Cities, Modern Inquiries: Contemporary Debates Focusing on Africa and the Middle East.”

In summer 2018, CMES will partner again with McMC PIER programs to organize a SIT on “Building Religious Literacy: Teaching on African and Middle East Religions” (July 9-13), and will continue supporting SITs in future years.

I.1b. Postsecondary Institutions: *CMES works closely with educators at Gateway Community College (GCC) in NH, Quinnipiac U, the CT State U system, Wesleyan U, the U Connecticut Storrs, and the U of New Haven (UNH). PIER OR events are open to educators at any level of K–16. CMES is committed to serving under-resourced CCs in minority districts and has focused on a close cooperation with GCC. CMES in conjunction with fellow McMC Council on African Studies (CAS) established a GRAD lecture series at GCC in 2015, which was successfully transformed into a Community College Professional Development Fellowship (CCPDF) in 2016. Yale GSAS institutionalized and fully supports this fellowship, which incorporates ME content into the GCC curriculum and also provides Yale GRAD students with hands-on teaching experience. After one semester of co-teaching with GCC faculty, GRAD students may then be offered an adjunct teaching position. Since 2016, 4 GRAD students have served as CCPDFs. Dina Omar, an ANTH doctoral candidate, participated in Fall 2017. A specialist on politics of mental health in the Arab world, Omar co-designed a “Contemporary Issues” course for GCC SOCY’s curriculum. This partnership exemplifies how Title VI funding facilitates institutionalized collaborations, enriching ME content for CC students and preparing Yale GRAD students for their careers.

Using the GCC model, CMES will explore partnerships with other CT CC as well as MSIs to expand CCPDF offerings. Housatonic Community College and Southern Connecticut

State University are two such institutions with which we hope to collaborate. With CAS, CMES will create a formal network with CT MSI and CC to highlight pertinent CMES programming through an email listserv, focused newsletters about pertinent CMES events, and directed invitations for relevant faculty and students. In addition, space will be reserved for network members in our institutes and teacher training workshops.

CMES also collaborated with GCC faculty as part of a larger partnership with PIER and the NH International Arts & Ideas Festival. Through its high school fellowship program, 12 NHPS fellows study civic engagement and arts management with Festival staff and GCC faculty. Students meet artists, often studying under them to perform in the festival. PGA Abdul-Rehman Malik lectured on Religion and Peacebuilding in the GCC Peace and Conflict Studies Program, and will continue with this collaboration in 2018-19.

I.1c. Business, Media, and the General Public: *CMES works tirelessly to develop timely ME programming for the general public, the business community, and the media, with constant updates provided on the CMES website <http://www.yale.edu/macmillan/cmes/>, its listserv, and through its online resources for the media <https://pier.macmillan.yale.edu/educators/media>. CMES also highlights the OR contributions of its faculty in national media. For example, Panter-Brick's (ANTH) latest study demonstrates how humanitarian intervention programs benefit the mental health of Syrian refugee youth. It has garnered national attention and was featured on NPR (<http://wnpr.org/post/how-do-refugee-teens-build-resilience>). Rizvi (HSAR) discussed the necessity of including Islamic arts and culture in high school and college history curricula in "What's Missing in the Teaching of Islam," in *The Conversation*, (<https://theconversation.com/whats-missing-in-the-teaching-of-islam-70975>).

*Continuing its commitment to highlight varied representations of the ME, CMES hosted a number of films on Israel including “One Week & a Day,” “Lemon Tree,” “Arab Labor,” as part of its CMES Cinema Series, which is very popular in the NH community. In February 2017, Modern Hebrew and Arabic Programs co-hosted a talk and screening with Sayed Kashua, an Israeli Arab television writer, who presented episodes of his successful television program, “Arab Labor,” which explored the life of an Arab-Israeli writer. Promoted heavily by the New Haven Jewish Community Center, this event drew an audience of 93. Other CMES Cinema films screened since 2014 include: the documentary “Iraqi Odyssey,” “The Yacoubian Building” (Egypt), and “Kosmos” (Turkey). In Spring 2018, PDF Siamdoust hosted an Iranian film series, including “Shahrzaad’s Tale, No Land’s Song” and “We Are Journalists.”

The annual Persian New Year Nowruz celebration is one of CMES’ most popular OR events. The 2016 Nowruz featured Amir Vahab and Ensemble, while in 2018, 155 guests filled Yale’s Luce Hall Auditorium to enjoy a performance by the Silk Road Dance Company, followed by a presentation of a traditional Nowruz Haftsin table.

The NEC, JC, the Babylonian Collection, as well as other collections at YUL regularly organize exhibitions with ME content. In 2016-17 CMES collaborated with NELC and the Sterling Memorial Library to celebrate the 175th anniversary of Arabic and Sanskrit studies at Yale and the professorship of Edward Eldridge Salisbury, the first Arabic professor in the United States. Lectures, exhibitions, workshops, and artists’ talks introduced the history of Arabic, and contemporary ME cultures to scholars, students, and the general public. YUL held the exhibit “An American Orientalist: The Life and Legacy of Edward E. Salisbury (1814-1901),” which received over 3000 visitors from the Yale and greater CT community.

J. FLAS Awardee Selection Procedures

J.1.a.i. (Bold underlinings here and below give the schedule for the application and selection process.) In **September**, the constituent programs of the CMES attend the International Opportunities Fair, where they distribute information about fellowship programs. In **October**, CMES and the McMC Coordinator of Fellowships distribute applications and publicize the FLAS competition via the internet, listservs, informational workshops, campus newspapers, emails to Yale's cultural centers, and a fellowship guide distributed to all advisors of UG, GRAD, and PS students, the CLS, and the McDougal Graduate Student Center. Emails are sent directly to the GRAD and UG registrar of NELC and other CMES constituent programs, who further circulate it to their language faculty, including instructors in the CTL Shared Course Initiative. Information about FLAS grants is available not only on the CMES website and the McMC website, but is also available via links from a number of the career services websites across Yale (see §H.2.). In addition, CMES faculty members are encouraged to speak directly with their advisees (UG, GRAD, and PS students alike) about the applications. Finally, information about the grants is available through the centralized Student Grants Database, searchable by all students. Program applications are available on this public database.

J.1.a.ii. At **the end of February**, students submit an application containing a cover sheet, personal statement relating the proposed language study to their degree and career objectives, budget (summer FLAS only), CV, transcript, language evaluation, letter of recommendation from a Yale faculty member, and a letter from the DGS stating the student is of good academic standing and is approved to receive a grant. Since 2015, UG FLAS applicants must submit a FAFSA to Yale and to self-report their EFC in their applications. GRAD applicants who wish to be considered for preference based on their financial need must also submit their FAFSA to Yale

and their self-reported EFC in applications. This system was developed in consultation with the Directors of Financial Aid for both YC and GSAS in order to comply with all university regulations; these offices confirm the receipt of the FAFSA. In **early March**, the CMES Chair appoints a selection committee from the CMES faculty (including a language expert) that ranks the applications. (For details of the selection criteria, see §J.1.a.iii.) In **early April**, faculty representatives from all McMC grant and fellowship committees discuss the rankings, coordinate the award process, and guarantee that the greatest number of qualified students receive funding. In **late April**, CMES will confirm both the good academic and disciplinary standing (from the relevant DGS) for all awardees and the receipt of an official FAFSA submission (from the relevant financial aid office) from those wishing to be considered for preference based on financial need. Award notifications are announced by the **end of April**. Finally, the CMES chair and Grant Administrator ensure that tests and reports are completed in a timely manner.

J.1.a.iii. Selection criteria ensure the process will correspond to priorities. The selection committee will first draw up a list of eligible candidates who show high academic achievement and program relevance. This list will be based on the adherence to the following criteria: the language to be studied; U.S. citizenship or permanent residency; UG, GRAD, or PS matriculated status; academic merit; project viability; impact of the language study on the student's course of study and career plans; career goals that include teaching, government service, or military or professional careers; and faculty evaluations.

From this pool of eligible applicants, preference will be given to those students who have the most significant demonstrated financial need, as indicated by the student's EFC. As described above, all UGs will be required to self-report their EFC in their applications; GRAD students who wish to be considered for preference based on their financial need must also submit

their self-reported EFC in applications. Those graduate students who do not submit their EFC will not be given preference based on financial need. This system will ensure that preference will be given to those students who have the greatest financial need while exhibiting potential for high academic achievement (FLAS Competitive Priority 1).

*CMES awards 100% of its FLAS grants to students seeking proficiency, especially advanced proficiency, in USDE priority LCTLs that are taught for credit at Yale: Arabic, Modern Hebrew, Persian, and Turkish (FLAS Competitive Priority 2).

J.1.b. As mentioned above (§J.1.a.ii.) students will apply for grants in late February. The applications are available through the centralized Student Grant Database, which allows students to upload their application material digitally. The application requires a letter of reference (preferably from Yale faculty), ensuring the applicant's academic potential and a holistic appraisal of academic and disciplinary status to guarantee eligibility. The application's asks the student to relate the language and area study to her degree and career plans in a personal statement, indicating how she plans to achieve advanced proficiency in the target language. As outlined above, preference will be given to applicants with financial need (§J.1.a.iii. & §J.1.c.ii.).

J.1.c.i. The FLAS fellowship selection committee is appointed by the CMES Chair and is composed of CMES faculty. The committee will include at least one language expert and will be drawn from across disciplinary and geographical boundaries. A pan-McMC committee, again drawn from across disciplines and area studies programs, will ensure the fair distribution of grants. (See "early March" and "early April" in §J.1.a.ii., above.)

J.1.c.ii. Selection will be based on academic excellence, financial need, and language of study, as outlined in §J.1.a.iii., above.

K. Competitive Preference Priorities

K.1.a. NRC Competitive Preference Priority 1: *CMES will enhance its longstanding cooperation with GCC in NH (see §I.1b.). Future collaboration will focus on 5 aspects: 1) CMES will continue to offer all tuition-based programs free of charge to GCC faculty. 2) CMES will continue the CCPDF program established in 2016, in which Yale GRAD students co-teach with GCC faculty and bring ME content to the classroom. After one semester GRAD students may be offered an adjunct teaching position, allowing them to create their own ME course at GCC. 3) Building on the success of the GCC program, CMES will explore partnerships with other CT CC and MSI in to create more CCPDF programs. 4) CMES will strengthen its efforts in integrating Yale faculty in the GCC curriculum such as PGA Malik's participation in the 2017-18 GCC Introduction to Peace and Conflict Studies course, offering lectures on ME topics which add depth to the GCC program. 5) CMES, along with CAS, will create a formal network with CT MSI and CC to create opportunities for inclusion in CMES programming. This will include a listserv, specially focused newsletters with information about CMES events, and invitations to events. In addition, space will be reserved for members of the network for all of our institutes and teacher training workshops.

K.1.b. NRC Competitive Preference Priority 2: *CMES will prioritize the integration of ME languages and ME content into teacher education. CMES will continue its collaborative partnership with NHPS on the World Languages Summer Program (WLSP). WLSP is a program of NHPS World Languages Department, and brings together 4 groups of critical importance for education in ME languages and content: 1) pre-service teachers studying at CT universities; 2) already established in-service teachers at NHPS who oversee the program; 3) NHPS middle and high-school students; and 4) Yale faculty and GRAD students. NHPS high-

school students receive instruction in Arabic and cultural content related to the ME provided by Yale faculty and GRAD. Both pre-service and in-service teachers deepen their knowledge of ME languages and cultures. WLSP is organized in close conjunction with the already existing World CLASS described in §I.1a. Previous survey from NHPS shows students' enthusiasm for the program and desire to continue study. In addition, this program trains existing pre-service teachers. CMES is committed to increase interest in ME area studies among pre-service teachers as well as offering professional development for in-service teachers. CMES will also continue to partner with NHPS through its SIT offerings, and has begun a new collaboration with Yale's Public School Partnerships, *Pathways to the Arts and Humanities* in its development of future in-service and pre-service teacher training workshops.

K.2.a. FLAS Competitive Preference Priority 1: We will meet this priority by designing our selection criteria to give preference to students with demonstrated financial need and a record of academic excellence. We have a strong fidelity to Yale's fundamental commitment to ensuring accessible education to qualified students, and we will implement this in our selection criteria through focusing on student need, as determined by applicants' EFCs (see §J.1.c.).

K.2.b FLAS Competitive Preference Priority 2: 100% of FLAS fellowships at Yale CMES go to the study of LCTLs: Arabic, Modern Hebrew, Persian, and Turkish. Should Yale offer additional priority ME languages, such as Dari and Pashto, those will be added to the list.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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National Resource Centers (NRC) Program Foreign Language and Area Studies Fellowships
(FLAS) Program

Supplemental Information to Meet Statutory Requirements

Changes made to Title VI of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA) require that NRC and FLAS applicants shall provide the information requested in section 602(e) of the HEA and listed below, with their applications for funding. You may use this form or separate pages that provide the descriptions to meet these requirements. Be advised that the pages needed to provide this information are not included in the page limit for the application narrative.

If the application is submitted on behalf of a consortium, include signed forms for the lead institution and for each partner institution.

Information Requirement 1 (3000 characters)

Diverse Perspectives in Funded Activities. Provide an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

A National Research Center grant and the award of Foreign Language and Areas Studies Fellowships to the Yale University Council on Middle East Studies (CMES) will fund activities that will reflect diverse perspectives and a wide range of views and that will generate debate on world regions and international affairs. In its activities CMES will work with a diverse range of Yale's schools, departments, and programs as well as with student and community groups that reflect a diverse range of perspectives, and with other schools, colleges, and universities regionally and nationally. Through their policies and practices Yale University and its schools, departments, and programs encourage, enable, and protect the expression of diverse views and opinions. These policies and practices include encouragement of open debate and protection of freedom of expression as well as policies that prohibit discrimination based on expression of opinion. The official policy of Yale College on freedom of expression states that:

The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill this function a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. The history of

intellectual growth and discovery clearly demonstrates the need for unfettered freedom, the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. To curtail free expression strikes twice at intellectual freedom, for whoever deprives another of the right to state unpopular views necessarily also deprives others of the right to listen to those views.

CMES enthusiastically endorses this policy and will work actively to implement it in the activities that it will initiate with National Resource Center and Foreign Language and Area Studies Fellowship support.

Information Requirement 2 (3000 characters)

Areas of National Need. Provide a description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The programs in this proposal meet statutory requirements defined as “Areas of National Need” for foreign languages and world regions as presented by federal departments to the Secretary of Education. Our Modern Middle East Studies BA and Graduate Certificate of Concentration, are designed to increase the number of specialists trained in the critical area of the Middle East. Of languages currently taught for credit at Yale, the Council on Middle East Studies’ Arabic, Hebrew, Persian, and Turkish are on the US/ED’s list of 78 LCTLs.

The Council on Middle East Studies seeks to strengthen language and area studies knowledge and skills of students who will move to careers in federal, state, and local government service, as well as in the education, business, and non-profit sectors. Yale encourages students toward government service by hosting on-campus recruitment, by publicizing and providing support for government internship opportunities, and by matching government funded fellowships. Yale also supports government service by students by providing instruction and mentoring by faculty, staff, and visitors who have had government experience. Yale’s generous leave policies enable faculty and staff to benefit from government service and, upon their return to the university, to serve as faculty and mentors to students. The Council also works in close collaboration with the Yale’s Jackson Institute for Global Affairs, which offers courses for students in all of Yale’s schools who are interested in international and area studies, and provides career counseling and placement services for any student who wishes to pursue a career in diplomatic service or with international agencies or with non-governmental organizations.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant

activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Yale University

Name of Authorized Representative (Typed): Tina Varick

Title: Proposal Manager

Telephone: 203-737-3371

Signature:

E-mail: tina.varick@yale.edu

Date:

KISHWAR RIZVI
DEPARTMENT OF THE HISTORY OF ART
YALE UNIVERSITY
May 2018

ACADEMIC APPOINTMENTS

Professor Department of the History of Art, Yale University, New Haven, CT. (July 2018-present)
Associate Professor, July 2012 –14; 2014-2018 (with tenure).
Director of Undergraduate Studies, 2016-17.

Chair, Middle East Studies Council, Yale University (2017 - 2020).
Acting Chair, Middle East Studies Council, Yale University (Spring 2012, Fall 2015).

President-Elect, Historians of Islamic Art Association, 2017-2020.

Assistant Professor, Department of the History of Art, Yale University, New Haven, CT. July 2006 – 2012.

Assistant Professor, Department of Art History and Archeology, Barnard College, Columbia University, New York, NY. Jan. 2004 – Jun. 2006.

Lecturer, Department of the History of Art, Yale University, New Haven, CT. 2002 – 2003.
Post-Doctoral Fellow, Yale Center for International and Area Studies, Yale University, 2000 – 2002.

EDUCATION

Doctor of Philosophy
Dissertation title: *Transformations in Early Safavid Architecture: The Shrine of Shaykh Safi al-din Ishaq Ardabili in Iran (1501-1629)*. Department of Architecture, Aga Khan Program for Islamic Architecture, Massachusetts Institute of Technology, Cambridge, MA, 2000.

Master of Architecture
Graduate School of Fine Arts, University of Pennsylvania, Philadelphia, PA.

Bachelor of Art
Wesleyan University, Middletown, CT.

LANGUAGES

Persian, French, Urdu, Arabic (reading), German (reading).

FIELD EXPERIENCE

Architectural fieldwork in Iran, Syria, Lebanon, United Arab Emirates, Qatar, Pakistan, Turkey, Saudi Arabia.

Museum research in Germany, Austria, United States, Russia, United Kingdom, France, Turkey, Iran, Pakistan.

PUBLICATIONS

A. BOOKS

Mirror of the World: Shah 'Abbas' Iran and Global Early Modernity, (Yale University Press, under contract).

Affect, Emotion, and Subjectivity in Early Modern Muslim Empires: New studies in Ottoman, Safavid, and Mughal art and culture, editor, (Leiden: Brill, 2017).

The Transnational Mosque: Architecture and historical memory in the contemporary Middle East, Islamic Civilization and Muslim Networks Series (Chapel Hill: University of North Carolina Press, 2015).

- Winner of the 2017 Gustav Ranis International Book Prize, Yale University.
- Winner of the 2017 College Art Association's Charles Rufus Morey Award, which "seeks to honor an especially distinguished book in the history of art."
- Winner of the 2016 American Library Association's Choice Outstanding Academic Title Award.

Reviewed by Bulent Batuman in *Art Bulletin* (December 2017); Wendy Shaw in *Journal of the Society of Architectural Historians* (September 2017); Unver Rustem in *Constructs* (Fall, 2016), Pamela Karimi in *Choices: A publication of the American Library Association*, (August 2016), Mohammed Alshahed in *The Journal of Arab and Islamic Studies* (May, 2016).

"Neo-Ottoman Architecture and the Transnational Mosque," Author Interview in the *Ottoman Studies Podcast* (July 2, 2016) <http://www.ottomanhistorypodcast.com/2016/07/mosque.html>

Excerpt in *New Texts Out Now Jadaliyya*, (March 23, 2016)
http://oil.jadaliyya.com/pages/index/24122/new-texts-out-now_kishwar-rizvi-the-transnational-

Author Interview in *New Books in Islamic Studies*, (February 8, 2016)
http://oil.jadaliyya.com/pages/index/24122/new-texts-out-now_kishwar-rizvi-the-transnational-

Excerpt in *Faith and Form: the Interdisciplinary Journal on Religion, Art, and Architecture* (Volume 48, Issue 3, September 2015): <http://faithandform.com/feature/the-symbolic-potential-of-the-transnational-mosque/>

The Safavid Dynastic Shrine: Architecture, religion and power in early modern Iran (London: British Institute for Persian Studies, I. B. Tauris) 2011.

Reviewed by Guy Burak in *Arab Studies Journal*, Vol. XXII, (Spring 2014); Bernard O'Kane in *The Journal of Islamic Studies*, Vol. 24 issue 3, (September 2013); Seth Frantzman in *Digest of Middle East Studies*, Vol. 21, No. 1, (Spring, 2012).

Modernism and the Middle East: Architecture and politics in the twentieth century, editor, *Studies in Modernity and National identity Series* (Seattle: University of Washington Press) 2008.

Reviewed by Mohammad Gharipour in *The Journal of the Society for Architectural Historians (JSAH)*, March, 2010; Christian A. Hedrick in *H-Levant*, H-Net Reviews. November, 2010.
<http://www.h-net.org/reviews/showrev.php?id=31452>

B. BOOKS IN PROGRESS

Connected Histories: Masterpieces of Islamic Art at the Yale University Art Gallery, editor, in progress.
Triangles of Power: Tarkhan architecture and identity between early modern Iran and India, in progress.

C. ARTICLES AND BOOK CHAPTERS

“Islamic Art at the Yale University Art Gallery,” *Arts of Asia*, Special Edition on the Yale University Art Gallery (March 2018).

“Introduction: Emotion and Subjectivity in an early modern context,” in *Affect, Emotion, and Subjectivity in Early Modern Muslim Empires: New studies in Ottoman, Safavid, and Mughal art and culture*, edited by K. Rizvi, (Leiden: Brill), 2017.

“Between the Human and the Divine: *Majālis al-Ushhāq* and the materiality of love in early Safavid art,” in *Ut pictura amor: The Reflexive Imagery of Love in Artistic Theory and Practice, 1400-1700*, edited by Walter Melion, Joanna Woodall, and Michael Zell (Leiden: Brill), 2017.

“Dubai, Anyplace: Histories of architecture in the contemporary Middle East,” *A Companion to Islamic Art*, edited by Gülru Necipoğlu and Finbarr B. Flood, (Malden, MA: Blackwell), forthcoming 2017.

“Entangled Modernities,” (with Frauke Josenhaus) *Modern Art from the Middle East*, brochure accompanying the Yale University Art Gallery Exhibition of loan works from the Barjeel Foundation Collection, curated by Frauke Josenhaus, Kishwar Rizvi, and Mandy Merzaban, (Yale University Press, 2017).

“History and Representation: Venturi’s Engagement with Modern “Islamic” Architecture,” invited review essay, *Journal of the Society of Architectural Historians*, Vol. 75, No. 4, (December, 2016).

“The Incarnate Shrine: Commemorating the cult of Shi’i imams in Safavid Iran,” in *Saints and Sacred Matter: The cult of relics in Byzantium and beyond*, edited by Cynthia Hahn and Holger Klein, (Washington, DC: Dumbarton Oaks), 2015.

“Transnational Architecture, Ethics, and the Reification of History: Park51 Islamic Community Center in New York City” in *In the Wake of the Global Turn: Propositions for an ‘Exploded’ Art History without Borders*, edited by Aruna D’Souza and Jill Casid, (Williamstown, MA: Clark Art Institute), 2013.

“Architecture and the Representations of Kingship during the reign of the Safavid Shah Abbas I,” in *Every Inch a King: From Alexander to the King of Kings*, eds. Charles Melville and Lynette Mitchell (Leiden: Brill) 2012.

“The Suggestive Portrait of Shah ‘Abbas: Prayer and likeness in a 1605 Safavid *Shahnama* (Book of Kings),” *The Art Bulletin* 94/2, (June, 2012): 226-250.

“Mosques and Commemorative Shrines: Piety, patronage, and performativity in religious architecture,” *Treasures of the Aga Khan Museum: Arts of Islamic Architecture*, eds. M. Graves and B. Junod, accompanying the exhibition at the Hermitage Museum, St. Petersburg, Russia, December, 2011.

“Kings, Heroes, and the Divine: The 1605 *Shahnama* at the National Library in Berlin,” in *Heroic Times: A thousand years of the Persian Book of Kings*, eds. Julia Gonnella und Christoph Rausch, publication

accompanying exhibition at the Islamic Art Museum, (Berlin: Edition Minerva), 2012; (in German) *Heroische Zeiten: Tausend Jahre persisches Buch der Könige*, eds. Julia Gonnella und Christoph Rausch, publication accompanying exhibition at Islamic Art Museum, (Berlin: Edition Minerva), 2011.

“Persian Pictures: Artifice and authenticity in representations of Islam in the early 18th century,” in *The First Global Vision of Religion: Bernard Picart’s Religious Ceremonies and Customs of All the Peoples of the World*, eds. Lynn Hunt, Margaret Jacob and Wijnand Mijnhardt, (Getty Research Institute), 2010.

Reviewed by Nancy Vogeley, “Religion as an Enlightenment Concept,” *Eighteenth-Century Studies*, Vol. 44, no. 3 (2011); reviewed by Jonathan Sheenan, *Journal of Modern History*, Vol. 83, no. 4 (December 2011); reviewed by Anthony Grafton, “A Jewel of a Thousand Facets,” *New York Review of Books*, June 24, 2010.

“Art,” *Key Themes for the Study of Islam*, ed. Jamal Elias, (Oxford: One World Press), 2010.

“Sites of Pilgrimage and Objects of Devotion,” chapter on the great shrines at Ardabil, Qum and Mashhad, for *Shah ‘Abbas: The Remaking of Iran*, ed. Sheila Canby, (London: British Museum Press), publication accompanying exhibition at the British Museum, 2009.

Reviewed by Marianna Shreve Simpson in *caa.reviews*, August, 2009.

“Modern Architecture and the Middle East: The burdens of representation,” introductory chapter in *Modernism and the Middle East: Architecture and politics in the twentieth century*, eds. S. Isenstadt and K. Rizvi (University of Washington Press), 2008.

“Art History and the Nation: Arthur Upham Pope and the discourses on „Persian Art“ in the early 20th century,” in proceedings of the symposium *Historiography and Ideology: Writing the history of the Ottoman architectural heritage*, guest editors, Sibel Bozdoğan and Gulru Necipoglu, *Muqarnas: Journal of Islamic Art and Architecture*, vol. 24, (2007).

“On Writing: Situating the discourse on calligraphy in contemporary Pakistan,” in *Renaissance: New Voices in Islamic Calligraphy*, eds. A. Gulgee and S. Hussain (Karachi: Oxford University Press), 2006.

“Religious Icon and National Symbol: The Tomb of Ayatollah Khomeini in Iran,” *Muqarnas: Journal of Islamic Art and Architecture*, vol. 20, (2003).

“The Imperial Setting: Shah ‘Abbas I at the shrine of Shaykh Safi al-din Ishaq,” *Safavid Art and Architecture*, ed. S. Canby, (British Museum Press: London), 2002.

“Gendered Patronage: Women and Benevolence in Safavid Architecture,” *Women, Patronage, and Self-Representation in Islamic Societies*, ed. D. F. Ruggles, (SUNY: New York), 2000.

“‘Its mortar mixed with the sweetness of life’: Ritual and Architecture of the shrine of Shaykh Safi in Ardabil,” *The Muslim World* (special issue on Saint and Shrine Formation in Medieval Islam), Fall 2000.

D. OPINION / PUBLIC ENGAGEMENT

“Destruction of Mosul Desecrates History,” *CNN Opinion*, June 24, 2017.

<http://www.cnn.com/2017/06/24/opinions/destruction-mosul-mosque-opinion-rizvi/index.html>

“Iran and Global Exchange in the Early Modern Period,” *The Academic Minute*, March 14, 2017.

<https://academicminute.org/2017/03/kishwar-rizvi-yale-university-iran-and-global-exchange-in-the-early-modern-period/>

“It’s Harder Than Ever To Teach Islamic Art – But Never More Important,” *The Washington Post*, January 6, 2017. https://www.washingtonpost.com/posteverything/wp/2017/01/06/its-harder-than-ever-to-teach-islamic-art-but-never-more-important/?utm_term=.036eda1348d3

“What’s Missing in the Teaching of Islam?” *The Conversation*, January 10, 2017. <https://theconversation.com/whats-missing-in-the-teaching-of-islam-70975>

E. ENCYCLOPAEDIA ENTRIES

“Ardabil,” *Encyclopaedia of Islam*, Brill, (2007).

Entries for the *Encyclopedia of Asia* (Berkshire Reference Works; Scribners), 2002:
Architecture in Pakistan: “Rohtas Fort,” “Sehwan,” “Thatta/Makli Hill,” “Bhit.”
Modern Pakistani Artists: “Collin David,” “Gulgee,” “Jamil Naqsh,” “Sadequain.”

F. CATALOGUE ESSAYS ON CONTEMPORARY ART

“Amin Gulgee: The Universal and the Particular,” Catalog for solo show at Galerie Petronas, Kuala Lumpur, (2008).

“On Writing: Situating the discourse on calligraphy in contemporary Pakistan,” eds. A. Gulgee and S. Hussain, *Renaissance: New Voices in Islamic Calligraphy*, (Karachi: Oxford University Press), 2006.

G. BOOK REVIEWS

Sussan Babaie, *Isfahan and its Palaces: Statecraft, Shi'ism and the Architecture of Conviviality in Early Modern Iran* (Edinburgh Studies in Islamic Art) (Edinburgh: University of Edinburgh Press, 2008) in *CAAReviews* (October, 2010).

Sibel Bozdogan, *Modernism and Nation Building: Turkish Architectural Culture in the Early Republic*, (Seattle: University of Washington Press, 2001) in *CAAReviews* (January, 2004).

David Roxburgh, *Prefacing the Image: The Writing of Art History in Sixteenth-Century Iran*, (Leiden: Brill, 2001) in *Art Bulletin* v. 85, no. 4 (December, 2003).

AWARDS AND FELLOWSHIPS

Public Voices Fellowship, Op-Ed Project and the Women’s Faculty Forum, Yale University, 2016-2017.

Edward J. and Dorothy Clarke Kempf Fund, MacMillan Center, award for organizing an international symposium, *Writing/Curating the Middle East*, 2016 (to be held, March 2017).

Whitney Humanities Center Humanities/Humanity Fund for the seminar, *Early Modern Techne: Towards a Framework for Cross-Cultural Conversation* (Spring 2017), co-organized with T. Liu and A. Ramachandran, 2016.

Faculty Research Award for “The Mosque and the Museum: Nation-building on the global stage in Qatar and the UAE,” MacMillan Center, Yale University, Spring 2016.

Whitney Humanities Center Inaugural Humanities/Humanity Fund for the seminar, *South Asian Photography Across the Disciplines: The Uses of Visual Evidence* (Spring 2015), co-organized with L. Wexler, I. Grewal, and T. Sears, 2015.

Hilles Fund Award, Yale University; publication subvention for *The Transnational Mosque: Historical memory and the contemporary Middle East*, Islamic Civilization and Muslim Networks Series (Chapel Hill, NC: University of North Carolina Press, 2015) 2014.

Mellon Foundation Grant for the graduate seminar, "Museum and Nation," to travel to the United Arab Emirates and Qatar to study contemporary museums.

Edward J. and Dorothy Clarke Kempf Fund, MacMillan Center, award for organizing an international symposium, *Emotion and Subjectivity in the Art and Architecture of early modern Muslim empires*; 2013 (held in May 2014).

Griswold Grant, Yale University, 2011-2012; 2013-2014.

Faculty Travel Grant, MacMillan Center for International and Area Studies, Yale University, 2011-2012.

Carnegie Foundation Scholars Award for the book project, "Ideology and Architecture: Transnational Mosques in the Middle East," 2009-2011.

MacMillan Center Director's Award, MacMillan Center for International and Area Studies, Yale University, 2009-2011.

2007-2009 Alexander von Humboldt Foundation Research Fellowship for the project, "Representing Kingship in Early Safavid Iran: 'Abbas I and the 1605 *Shahnama* of Firdawsi," hosted by the Museum for Islamic Art, Berlin.

Hilles Fund Award, Yale University; publication subvention for *The Safavid Dynastic Shrine: Architecture, religion and power in early modern Iran* (London: British Institute for Persian Studies, I. B. Tauris, 2011), 2009.

2009-2010 Whitney Humanities Center Fellowship, Yale University.

Stanford Humanities Center grant for collaborative book project, "The Assemblies of Lovers (*Majalis al-ushhaq*): Art, Poetry, and Religion in Persianate Islam," with Shahzad Bashir, Religious Studies (Stanford University) and Jamal Elias, Religious Studies, (University of Pennsylvania), 2008-2009.

MacMillan Center Directors Award, MacMillan Center for International and Area Studies, Yale University, 2007-2009.

Graham Foundation for Advanced Studies in the Fine Arts, Grant #06027; publication subvention for *Modernism and the Middle East: Architecture and Politics in the twentieth century*, Seattle: Washington University Press, 2008), 2006.

Macmillan Center, Yale University; publication subvention for *Modernism and the Middle East: Architecture and Politics in the twentieth century*, (Seattle: Washington University Press, 2008), 2006.

Hilles Fund Award, Yale University; publication subvention for *Modernism and the Middle East: Architecture and Politics in the twentieth century*, (Seattle: Washington University Press, 2008), 2005.

Edward J. and Dorothy Clarke Kempf Fund (YCIAS) award for organizing an international symposium, "Local Sites of Global Practice: Modernism in the Middle East," (held at Yale University, April 4-5, 2003) 2002.

2000 - 2002 Post-doctoral Fellowship, Yale Center for International and Area Studies and the History of Art Department.

Association for Middle Eastern Women's Studies Annual Award for excellence for "Gendered Patronage: Women and Benevolence in Safavid Architecture," *Women, Patronage, and Self-Representation in Islamic Art and Society*, ed. D. F. Ruggles, (SUNY: New York, 2000), 2000.

Historians of Islamic Art. Graduate Student Travel Grant, 1998.

Department of Fine Arts, Harvard University Travel Grant, for research at the Russian National Library, St. Petersburg and the Bibliothèque Nationale, Paris, 1997.

Barakat Foundation Scholarship for Dissertation Research and Documentation in Ardabil, Iran, 1996.

North American Historians of Islamic Art Graduate Student Award, 1995.

LECTURES, CONFERENCES AND SYMPOSIA

"Shah 'Abbas' Iran and Global Early Modernity," Warnock Seminar and Lecture, Northwestern University, May 2019.

"The National Mosque and the Franchise Museum: Architecture, Anxiety and Control in the UAE," invited lecture at Ithaca College and Cornell University, November 2018.

Organizer, *Historians of Islamic Art Association Biennial Symposium*, Yale University, October 24-27, 2018.

"Mosque/Museum: Religion and Soft Power in the United Arab Emirates," Bettman Lecture Series, Columbia University, April 2018.

"Branding Iran: Persian Art and Culture in the Age of Global Early Modernity," *Comparative Persianate Aesthetics Symposium*, Boston University, September 2017.

Organizer, *Writing/Curating the Middle East Symposium*, Yale University Art Gallery and the History of Art Department, Yale University, March 2017.

Co-organizer, *Early Modern Techne: Towards a Framework for Cross-Cultural Conversation*, Whitney Humanities Center Humanities/Humanity Workshop Series, Yale University, Spring 2017.

"The Transnational Mosque: Architecture and Historical Memory in the Middle East,"

---, Near Eastern Languages and Culture and Religious Studies, University of Pennsylvania, April 2016.

---, Department of Asian Studies, University of Texas, Austin, April 2016.

---, Department of Near Eastern Studies, University of Toronto, March 2016.

---, Sharjah Art Foundation, December, 2015.

---, Pakistan Institute of Architecture, Karachi Chapter, December 2015.

---, Yale Architectural Forum, April 2015.

“Love and the Body: Figuration and materiality in Safavid painting,” *New Studies in Islamic Painting*, A Symposium at Northwestern University, April 2016.

“Image of Man, Vision of the Divine: Illustrated Assembly of Lovers manuscripts in 16th-century Iran,” in the panel, *New Approaches to Early-Modern Islamic Book Arts*, at the 62nd Annual Meeting of the Renaissance Society of America, Boston, MA. April 2016.

“The Materiality of Love in the 16th-c *Majalis al-Ushhaq* (Assembly of Lovers)” lecture in the 5th Lovis Corinth Colloquium, on the topic ‘*Ut pictura amor*: The Reflexive Imagery of Love in Artistic Theory and Practice, 1400-1700’, Emory University, October 2015.

“Historicism and Post-modernity: Transnational Mosques in the Contemporary Middle East,” lecture at the Aga Khan Symposium *Politics of Time, Material Heritage and Islamic Religiosity*, Brown University, April 2015.

“The Transnational Mosque: Architecture and Historical Memory in the Middle East,” Yale Architectural Forum, April 2015.

“Sindh in the Early Modern World: Writing the Architectural History of Pakistan,” lecture to the American Institute of Pakistan Studies Conference, University of Michigan, April 2015.

Co-organizer, Whitney Humanities Center Inaugural Humanities/Humanity Workshop, *South Asian Photography Across the Disciplines: The Uses of Visual Evidence*, Spring 2015.

“Transformations in Early Safavid Art,” lecture in the series ‘*Islamic Art*’: *Disrupting Unity and Discerning Ruptures*, History of Art and Archeology Department, Columbia University, November 2014.

Organizer, *Topographies of Culture: Art, Heritage and Urbanism in the Gulf*, graduate student conference sponsored by the Mellon Foundation, History of Art Department, the Council of Middle East Studies, WGSS, Dean’s Fund, Graduate Student Senate, Yale University, September 2014.

Organizer, *Emotion and Subjectivity in the Art and Architecture of early modern Muslim empires*, international symposium sponsored by the History of Art Department, the Council of Middle East Studies, and the MacMillan Center, Yale University, May 2014.

“Black Shi‘ism? Representations of Safavid political and religious ideology in early modern Iran,” invited lecture at the conference commemorating the 60th anniversary of the Institute of Islamic Studies at McGill University, Montreal, Canada, May 2014.

“The Work of Art as *Tafsīr* and Testimonial in Safavid Iran,” *Sawyer Seminar Series in Visual Exegesis*, Emory University, Atlanta, February 2014.

“A History of One’s Own: Islamic architecture in the service of nation building,” invited lecture at the symposium, *Encounters with Islamic Art: Reception, Revival, and Response*, University of Michigan, Ann Arbor, MI, February 2014.

“The Charismatic Body in early Safavid Iran” Aga Khan Program for Islamic Art and Architecture, Harvard University, Cambridge, MA, March 2013.

“Iconography and Ideology: Shi‘i art and architecture in early Safavid Iran,” at the conference, *The House of the Prophet: Architecture, Ritual, and the Transmission of Knowledge in the Shrines of Ahl al-Bayt*, New York University – Abu Dhabi Institute, UAE, May 2012.

“Transnational Islam, or the Reification of History through Contemporary Architecture,” at the 2011 Clark Conference, *In the Wake of the Global Turn: Propositions for an ‘Exploded’ Art History without Borders*, Sterling and Francine Clark Art Institute, Williamstown, MA. November 2011.

“Making the Invisible Visible: Commemorating the cult of Shi‘i imams in Safavid Iran,” in the Dumbarton Oaks Spring Symposium *Saints and Sacred Matter: The cult of relics in Byzantium and beyond*, Washington, DC. April 2011.

“Dubai: Transnationalism and architecture,” in the lecture series *Worlds of Dubai: Cultural Perspectives on a New Metropolis*, Abbasi Program for Islamic Studies, Stanford University. February 2011.

Discussant, *Middle Ground/ Middle East: Religious Sites in Urban Contexts*, School of Architecture, Yale University, New Haven, CT. January 2011.

“Modernism’s Utopic Present: Architecture in Contemporary Dubai,” at the Twelfth Conference of the International Association for the Study of Traditional Environments (IASTE), *The Utopia of Tradition*, Beirut, Lebanon. December 2010.

“Art, History, and Poetry in early Safavid Iran: The 1605 Berlin *Shahnama*,” *Works in Progress Lecture Series*, Department of the History of Art, Yale University. September 2010.

“Image of Man, Vision of the Divine: Illustrated *Assembly of Lovers* manuscripts in 16th-century Iran,” at the workshop, *Troubling Images: Some Cross-cultural reflections*, Religious Studies Department, Yale University. May 2010.

Discussant on the panel, “Gender Borderlands,” in the 9th Annual Critical Islamic Reflections Conference, *The (Muslim) Woman Question: Competing Representations, Contested Futures*; Yale University, New Haven, CT. April 2010.

“Transnationalism and Architectural Culture in the UAE,” at the international workshop, *Abu Dhabi: A city in construction*, Louvre Museum, Paris, France. December 2009.

Discussant on the panel, “Between Public Memory and National Narrative: The visual document and history in the Middle East,” Middle East Studies Associations annual meeting, Boston. November 2009.

“Architecture and the Representation of Kingship during the reign of Abbas I,” at the symposium, *Shah ‘Abbas and his World*, British Museum, London. May 2009.

“Dubai, Anyplace,” speaker at the panel, “How to Study Contemporary Islamic Art and Architecture,” *Inaugural Historians of Islamic Art Association Biennial Symposium*, University of Pennsylvania, Philadelphia. October 2008.

“The Ardabil Carpets,” Colloquium at the Los Angeles County Museum, Los Angeles. March 2008.

Chair and organizer, “Teaching the History of Islamic art in the 21st/14th century,” workshop for the Historians of Islamic Art Association Majlis, *College Art Association Annual Meeting*, Dallas. February 2008.

“Persian Pictures: Artifice and authenticity in the representations of Islam in Bernard Picart’s *Ceremonies*

et Coutumes Religieuses de tous les Peuples du Monde,” at the conference *At the Interface of Religion and Cosmopolitanism: Bernard Picart and the European Enlightenment*,” Getty Research Institute and the UCLA William Andrews Clark Memorial Library. December 2007.

“Safavid Religious Identities and the Architectural Patronage of Shrines in Iran,” *Middle East Studies Associations Annual Meeting*, Montreal. November 2007.

Respondent, “The Language of the Ineffable,” at the conference *Constructing the Ineffable: Contemporary Sacred Architecture*, Yale School of Architecture. October 2007.

“Imperial and Spiritual Authority in the reign of Shah Abbas I: The 1605 *Shahnama* of Firdawsi at the Berlin State Library,” lectures presented at the Pergamon Museum, Berlin; Iranian Studies Seminar, Bamberg University; and the History of Art Department, Ludwig-Maximilians University, Munich. July 2007.

“Notions of Islam in 18th-century Visual Culture,” guest lecturer at the seminar on Bernard Picart, organized by Professors Lynn Hunt and Margaret Roberts (UCLA), Getty Museum and Research Center, Los Angeles. April 2007.

“Between Assimilation and Affiliation: Tarkhan funerary architecture in 16th and 17th-century Makli, Sindh,” South Asia Forum Conference, *The Built Environment: Ornament, Function, and Historical Transition*, University of Pennsylvania. March 2007.

“Locating Architecture, Gender and Ritual at the Shrine of Lal Shahbaz in Sehwan Sharif, Pakistan,” on the panel “Boundaries of Sacred Space: How “Public” and “Private” Come into Being,” at *The American Council for Southern Asian Art Biannual Conference*, Asian Art Museum of San Francisco. March 2007.

“Modernism and the Middle East: Historical and theoretical considerations,” School of Architecture, Zayed University, Dubai, UAE. December 2006.

“Sufi and Shi’i: Religious identity and the architectural patronage of shrines in Safavid Iran,” conference of *The Art and Material Culture of Iranian Shi’ism*, Oxford University, UK. July 2006.

“Arthur Upham Pope and the *Survey of Persian Art*: Exploring the discourses on Iranian art and architecture in the early 20th century,” at the symposium, *Historiography and Ideology: Writing the history of the Ottoman architectural heritage*, Harvard University, Cambridge, MA. May 2006.

“The Map,” panelist for *Arts of the Islamic World*, International Asian Art Fair, New York. April 2006.

“Rediscovering Islamic Art: Calligraphy and the miniature tradition in contemporary Pakistan,” *Brown Bag Lecture Series*, Middle East Institute, Columbia University. March 2006.

“Writing Gender and Architecture: Women at the shrine of Lal Shahbaz Qalandar at Sehwan, Pakistan,” University Seminar on South Asia, Columbia University; South Asian Women’s Creative Collective, New York City. March 2005.

“Ruins of Empire: William Hodges and the architectural landscape of Mughal India,” gallery talk, Yale Center for British Art, New Haven, CT. March 2005.

“Kingship and Authority in early Safavid Painting: Lessons from the 1605 *Shahnama* of Firdawsi,” Workshop on *Majalis al-Ushhaq: Poetry, Painting and Biography*, Amherst College, Amherst, MA. Oct

2004.

“Representing Kingship in early Safavid Iran: ‘Abbas I and the 1605 *Shahnama* of Firdawsi,” *Fifth Biennial Conference of Iranian Studies*, Bethesda, Maryland. May 2004.

“Capture and Catharsis: Women at the shrine of Lal Shahbaz in Sehwan, Pakistan,” at the symposium *Sexualized Spaces: Harems in History and Imagination*, Massachusetts Institute of Technology, Cambridge, MA. May 2004.

Organizer, *Local Sites of Global Practice: Modernism in the Middle East*, symposium sponsored by the Yale Center for International and Area Studies and the School of Architecture, Yale University, New Haven, CT. April 2003.

“Inspiration and Effect in the *Hamzanama* Manuscript,” guest speaker at the docents’ workshop for the exhibition, *The Adventures of Hamza*, Brooklyn Museum of Art, New York. October 2002.

“Mughal-Modern: A visual language of migration,” guest speaker at the exhibition *Painting over the Lines: Five Contemporary Artists from Pakistan*, IndoCenter for Art and Culture, New York. June 2002.

Chair, “Authorship in Architecture: Uncovering the Art and Craft of Building in Islamic Societies,” paper presentation, “Defining the Architect in early Safavid Iran: The case of Mirza Shah Husayn in Isfahan,” *College Art Association Annual Meeting*, Philadelphia. February 2002.

“Sites of Prayer and Poetry: Shrines in sixteenth-century Iran and India,” at the panel discussion, *Beyond 1001 Nights and September 11: Arab-Islamic Art and Culture*, Department for Near Languages and Cultures. October 2001.

“Translating Islamic Architecture: The legacy of the Aga Khan Program,” *International Conference of the American Collegiate Schools of Architecture*, Istanbul, Turkey. June 2001.

“The Historical Imagination: The place of mimesis in the study of Islamic architecture,” Massachusetts Institute of Technology, Cambridge, MA. March 2001.

“From Sufi Shrine to Imperial Icon: Safavid interventions at the mausoleum of Shaykh Safi al-din Ardabili in Iran,” University of Michigan, Ann Arbor. January 2001.

“The Sufi and the Shah: ‘Abbas I at the shrine of Shaykh Safi al-din Ardabili in Iran,” Wesleyan University, Middletown, CT. November 2000.

“Its mortar mixed with the sweetness of life: Piety and sovereignty at the Safavid shrine of Shaykh Safi,” *Middle East Studies Associations Annual Meeting*, Chicago. December 1998.

“The Imperial Setting: Shah ‘Abbas I at the shrine of Shaykh Safi in Ardabil,” *Second Biennial Conference of Iranian Studies*, Bethesda, Maryland. May 1998.

“Transformations in early Safavid architecture at the Shrine of Shaykh Safi al-din Ishaq in Ardabil,” at the conference, *Art and Architecture of Safavid Iran*, British Museum, London. March 1998.

“Aspects of National Identity in the Art and Architecture of Post-Revolutionary Iran,” Committee on Iranian Studies, Center for Middle Eastern Studies, Harvard University, Cambridge, MA. April 1996.

“The Tomb of Ayatollah Khomeini: Religious Symbol and Political Icon,” *College Art Association Annual Meeting*, San Antonio, Texas. January 1995.

“The Miraj-i Muhammad and the Topography of the Heavens,” *North American Historians of Islamic Art Majlis* with the *College Art Association Annual Meeting*, Institute of Fine Arts, New York University. February 1994.

PUBLIC PROGRAMS AND INTERVIEWS

“Transnational Islam, or the Reification of History through Contemporary Architecture,” in *In the Wake of the Global Turn: Propositions for an ‘Exploded’ Art History without Borders*, 2011 Clark Conference, Williamstown, MA., 2011. <http://www.youtube.com/watch?v=BAmJolIVNfg>

Interview for Slate.com *Audio Book Club* (Amy Waldman, *The Submission*), 2011.
<http://www.slate.com/id/2304637/>

Interview for French Interdisciplinary Mission in Sindh, *Newsletter*, 2010.
<http://sindh.hypotheses.org/104>

Interview for PBS Channel Thirteen’s Series *Art through Time: A Global View* (Cosmology and Belief), 2009. <http://www.learner.org/courses/globalart/theme/5/experts.html>

Interview and accoustiguide for British Museum show *Shah ‘Abbas: The Remaking of Iran*, 2009.
“Modern Architecture and the Middle East,” conversation with Dr. Glenn Lowry and Prof. Oleg Grabar at the Museum of Modern Art, New York, April 2007.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Historians of Islamic Art Association.

President-Elect, 2017-2020

Secretary Treasurer, 2005-2008.

Chair of the committee for the 2007 Margaret B. Sevcenko prize (member of committee, 2011)

Organizer, HIAA Majlis 2007 and 2008;

President-elect nominating committee, 2010.

International Journal of Middle East Studies

Editorial board member, 2014-ongoing

Journal of Modern Art and the Arab World.

Editorial board member, 2013-ongoing

International Society for Iranian Studies.

Board member, 2013-16.

Middle East Studies Association

Program committee, 2012.

College Art Association.

Association for the Studies of Persianate Societies.

Society of Architectural Historians.

Renaissance Society of America,

American Council on Southern Asian Art.

French Interdisciplinary Group on Sindh (MIFS), CNRS, Paris.

AFFILIATIONS

Yale University

Board Member, Council on Middle East Studies.

Research Fellow, MacMillan Center.

Member, Council on South Asian Studies.

Steering Committee, Iran Colloquium.

Fellow, Timothy Dwight College.

REVIEWER

Art Bulletin

Muqarnas: An Annual on the Visuals Culture of the Islamic World

Journal of Arabian Studies

The Sixteenth Century Journal

Social Identities Journal

Getty Foundation (Book Grants)

Prince Claus Fund for Culture and Development (Artists' grants)

Social Science Research Council (Pre-doctoral grants)

Arts and Humanities Research Council (UK

DEPARTMENTAL AND UNIVERSITY SERVICE

A. HISTORY OF ART

Director of Undergraduate Studies, (2016 - 17)

Search Committee and Diversity Officer, South Asian Art History (2007, 2016-17)

Search Committee and Diversity Officer, Renaissance Art History (2010)

Search Committee, Chinese Art History (2012)

Search Committee, Modern Architecture (2013)

Graduate Admissions Committee (2007, 2008 - Diversity Recruitment Officer; 2012, 2015)

Promotions Committee (2014-15; 2015)

Graduate Fellowships Committee (2011-2012).

B. UNIVERSITY COMMITTEES

Chair, Committee on Teaching and Learning (2016 - present)

Committee on Art in Public Spaces (2016 - present)

320 York Planning Committee for the establishment of a new Humanities Cluster at Yale (2015-16)

Committee for the Redevelopment of the Hall of Graduate Studies (2014-15)

Search Committee for Timothy Dwight Master (2014-15)

Course of Study Committee (2011-12; F2012; 2013-14; 2014-15)

Arabic Program Review Committee (2012)

MacMillan Center: Grants Committee, Libby Rouse and Ganzfried Summer Grants (2007; 2012)

Council of Middle East Studies, Title VI Grant Proposal team (2010)

Tanner Lecture/Whitney Humanities Center Fellowship Committee (2008)

C. OTHER DEPARTMENTAL COMMITTEES

Iran Colloquium: Organizing and Steering Committee (2007 - present)

School of Architecture: Undergraduate Curriculum Planning (2011 - present)

Undergraduate Faculty Affiliate, Yale School of Architecture.

History Department: Search Committee, Early Modern Islamic World (2008)

YALE UNIVERSITY ART GALLERY

Modern Art and the Middle East, co-curator of the loan exhibition of works from the Barjeel Foundation Collection, Sharjah (February-July, 2017).

Consultant, Mimi Gates Study Gallery of Islamic Art (2012 - 2017).

PEDAGOGY

A. COURSES TAUGHT

Yale University

Undergraduate Courses

HSAR 456: Art and Revolution in the Modern Middle East (S2017, in conjunction with *Modern Art from the Middle East* exhibition at the Yale University Art Gallery).

HSAR 461: Collecting (F2015, S2018)

HSAR 008/FREN 020: The Art and Literature of Orientalism (S2015) Freshman Seminar co-taught with Maryam Sanjabi in the French Department.

HSAR 118: Introduction to Art History: Islamic Architecture (F2016)
 HSAR 118: Introduction to Art History: The Arts of Islam (F2014)
 HSAR 266/ARCH 271/ MMES 126/ SAST 266: Introduction to Islamic Architecture (S2007, F2011, F2012)
 HSAR 381: Introduction to Islamic Art and Visual Culture (F2007, F2009, F2012)
 HSAR 401: Critical Approaches to Art History (S2010, S2011, F2012, S2014, F2017)
 HSAR 429/HUMS 405: Representing Kingship in the Ottoman, Safavid, and Mughal Courts (S2008)
 HSAR 430: Painting Poetry in Islamic Art (F 2014)
 Invited lectures in Vincent Scully's HSAR 112: Introduction to the History of Art (2006-2009); Eeva-Liisa Pelkonen's ARCH 261: History of Architecture II.

Graduate Courses

HSAR 708: Museum and Nation (S2014, S2018)
 HSAR 606: Global Renaissance (F2015, F 2017 (in conjunction with *Early Modern Techne* Workshop))
 HSAR 600: Painting Poetry in Islamic Art (S2012, F2014)
 HSAR 652: Documenting the World: The Visual Catalog in Europe and the Middle East (S2008, S2010, F2013)
 HSAR 598: Transnational Modernisms in the Middle East (F2011)
 HSAR 579: Modernism and the Middle East: Architecture and politics in the 20th century (F2006, F2007, F2009, S2015)

B. DISSERTATION AND THESIS SUPERVISION

Alexandra Seggerman (co-advisor with David Joselit), "Revolution and Renaissance in Modern Egyptian Art, 1880-1960," completion S2014.
 Shabnam Rahimi-Golkhandan, Early Twentieth-century Photography in Iran, (5^h year).
 William Harper, 19th-century Ottoman Architecture (4rd year).
 Selin Unluonen, Safavid Arts of the Book (3rd year).
 Mohit Manohar, Medieval Indo-Islamic Architecture (3rd year).
 Yagnaseni Datta, Mughal Art (1st Year)

Maia Simon, "Shaping Ideology and National Identity in post-Soviet Kazakhstan," (2018).
 Ozlem Caglar, "National Identity, Power, and Architectural Culture: Three cases from Istanbul," (Second Reader, MED Thesis, School of Architecture, 2010).

C. PROSPECTUS COMMITTEE

Ariel Fein (2017)
 Shabnam Rahimi-Golkhandan (2015)
 Heeryoon Shin (2011)
 Holly Shaffer (2011)
 Sylvia Houghteling (2011)
 Alexandra Seggerman (2010)
 Prajna Desai (2004)

D. ORALS SUPERVISION AND EXAMS

2016: Ariel Fein, William Harper, Mohit Manohar, Christine Olson, Selin Unluonen.
 2014: Evan Freeman, Alexandra Morrison, Shabnam Rahimi-Golkhandan, Jakub Kaguciok
 2012: Magdalene Breidenthal, Dennis Dechant, Emma Stein, Nicole Sullo
 2011: Roland Betancourt
 2010: Holly Shaffer, Heeryoon Shin
 2009: Yan Yang, Alexandra Seggerman
 2008: Ash Anderson, Laura Smalligan, Meredith Gamer

E. READER OF QUALIFYING PAPERS AND MED THESES

Emma Stein, Nicole Sullo (QP, 2012)

Heeryoon Shin (QP, 2010)

Daniel Greenberg (QP, 2010)

Trevor Verrot (QP, 2008)

Gustav Percival (QP, 2007)

Dana Byrd (QP, 2007)

Kathleen Adler (Masters in Environmental Design Thesis, School of Architecture, 2008)

Iben Falconer (MED Thesis, School of Architecture, 2008)

F. EXTERNAL EXAMINER

Wadia Albarqawi, "Urban Transformations and Architectural Identity in Makkah, 1932-2010)," Faculty of Architecture, Design, and Planning, University of Sydney (2012).

Sadia Arshad, "Themes and Sources of the Current Generation of Pakistani Artists," Fine Arts Department, Lahore College for Women University (LCWU, 2010)

Samina Nasim, "Decorative Elements of the Faisal Mosque, Islamabad," (LCWU, 2008).

Masooma Abbas, "*Islimi*: Its development in Muslim Architecture and Book Illumination," (LCWU, 2008).

F. SENIOR THESIS SUPERVISION

Lora Kelley, "Museums of Innocence, Imperialism, and Art: Turkish Museums and National Memory Construction in the 20th Century (2017).

Grace Brody, "Art and Poetry in Ba'athist Iraq: Dia Azzawi and Abd al-Wahab al-Bayati" (Modern Middle East Studies, 2015)

Aaminah Qadir, "Global Modern Art: Rashid Rana," (2014).

Selin Uluonen, "Text-Image relationships in a 19th-century Kashmiri *Shahnama* in the Beinecke Rare Books and Manuscripts Library at Yale" (Comparative Literature major, full-year thesis), (2014).

Julia Kahn, "Orientalism, Nationality, and Fetish: Osman Hamdi Bey and constructions of Ottoman identity," (2010).

Erene Marcos, "Saadiyat Island: Expressing a hybrid national identity through network of global culture" (Second Reader, School of Architecture, 2010).

Edith Sanguenza, "Imagining Modernity, Inventing Antiquity: Photography and Peruvian Landscape, 1870-1915," (2009).

Jasmine Khoushki, "The King and the Aesthetic: 'Majnun in the wilderness' in a late Timurid *Khamisa* of Nizami and the poetics of power" (2007).

Avni Bhattia, "MF Hussain, and nationalism in India Art" (2004).

G. FRESHMAN AND SOPHOMORE ADVISING

2017-2018: Angel Adeoye

2016-17: Valerie Wong

2015-16: Victoria Gebert, Emily Sherwood, Michelle Liu

2014-15: Haylee Kushi, Ali Shawar

2013-14: Julian Hornik, Celine Tein, Conor McKenna

2012-13: Conor McKenna, Stephannie Wisowaty

2011-12: Alison Hutchinson, Jakub Kowalik.

2009-10: Rahim Sayani.

2007-8: Megan Lee, Meserat Oldijira, Mahdi Sabbagh.

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES CORE COURSES									
MMES 111, ANTH 360, ANTH 560	Representing Iran	Major themes in Iranian history and culture used as a critical framework for understanding challenges that face Iran today. Examination of Western production of knowledge about Iran. Topics include local and oral history, revolutions, Islam and secularism, democracy and theocracy, and the role of cinema.	Narges Erami	100	2	F	7/0/1	---	---
MMES 128, ARCH 158, HSAR 118, SAST 268	Intro Hist Art: Islamic Arch	Introduction to the architecture of the Islamic world from the seventh century to the present, encompassing regions of Asia, North Africa, and Europe. A variety of sources and media, from architecture to urbanism and from travelogues to paintings, are used in an attempt to understand the diversity and richness of Islamic architecture.	Kishwar Rizvi	100	1.5	F	21/0	---	---
MMES 138, NELC 127, RLST 165	Introduction to the Quran	Introduction to the study of the Quran. Topics include: the literary, historical, and theological reception of the Quran; its collection and redaction; the scriptural milieu of late antiquity; education and religious authority; ritual performance and calligraphic expression; the diversity of Muslim exegesis.	Travis Zadeh	100	1.5	S	17/0/1	---	---
MMES 139, RLST 427	Islam, Conquest, & Conversion	Through examination of conquest and religious conversion in the formative periods of Islamic history this course interrogates the idea that Islam was spread by violent domination. Case studies are drawn from the Middle East, South and South East Asia, the Indian Ocean, Iberia, and West Africa.	Travis Zadeh	50	2	F	2/1/1	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Week	Hours	Term	Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
MMES 144, HIST 346	Making Of Modern Iran	The political, socioreligious, and cultural history of modern Iran from the Shi'ite revolution and the rise of the Safavid Empire to the present. Discussion of Shi'ism and the state, relations with neighboring countries (the Ottoman Empire and India), Russia and Britain in Qajar Iran, the Babi-Baha'i religion, the constitutional revolution, the Pahlavi dynasty, oil, nationalism and relations with the United States, the causes and the consequences of the Islamic revolution, and Iran in the contemporary Middle East.	Abbas Amanat	100	2.5	F		12/1	---	---	---
MMES 148, HIST 345, HIST 590, JDST 265, JDST 764, RLST 202, RLST 777	Jews In Muslim Lands 7th-16thC	Jewish culture and society in Muslim lands from the time of the Prophet Muhammad to that of Suleiman the Magnificent. Topics include Islam and Judaism; Jerusalem as a holy site; rabbinic leadership and literature in Baghdad; Jewish courtiers, poets, and philosophers in Muslim Spain; and the Jews in the Ottoman Empire.	Ivan Marcus	100	2.5	S		12/1	X	X	X
MMES 149, ER&M 219, HIST 219, HIST 596, JDST 200, JDST 761, RLST 148, RLST 773	History of Jews to EarlyModern	A broad introduction to the history of the Jews from biblical beginnings until the European Reformation and the Ottoman Empire. Focus on the formative period of classical rabbinic Judaism and on the symbiotic relationships among Jews, Christians, and Muslims. Jewish society and culture in its biblical, rabbinic, and medieval settings. Counts toward either European or non-Western distributional credit within the History major, upon application to the director of undergraduate studies.	Ivan Marcus	75	2.5	F		16/2/1	X	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 160, JDST 323, JDST 785, NELC 155, NELC 592, SOCY 155	State and Society in Israel	The interplay between the state and society in Israel. Current Israeli discourse on controversial issues such as civil rights in a Jewish-democratic state, Jewish-Arab relations, and right and left politics. Issues of orthodoxy, military service, globalization, and multiculturalism in Israel. Sociopolitical changes that have taken place in Israel since the establishment of the state in 1948 and that have led to the reshaping of Israeli Zionist ideology. Hebrew knowledge is not required.	Dina Roginsky	100	2.5	S	12/0/1	---	---
MMES 165, FREN 215	Intro Maghrebi Lit & Culture	Introduction to the literature and cultures of the Maghreb (Morocco, Algeria, Tunisia) from independence through the Arab Spring. Close analysis of fiction, poetry, and film. Focus on anticolonialism, decolonization, violence, multilingualism, Islam, feminism, migration, and social justice.	Jill Jarvis	100	2.5	F	3/0	---	---
MMES 172, HIST 384J, NELC 403	MiddleEast:Crusader sToMongols	The impact of the Crusades and the Mongol conquests on the Islamic Middle East. Political, social, and economic changes in the region from the eleventh century to the middle of the fourteenth. Emphasis on the rise of new dynasties as a result of changes in the ethnic mosaic of the Middle East.	Adel Allouche	100	2	S	4/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 173, HIST 398J, NELC 404	Mamluk Egypt	A study of the Mamluks, manumitted slaves initially imported to Egypt for military service who established their own rule over Egypt and Syria (1250–1517). Focus on the structure and workings of the Mamluk state. Military, political, economic, and social factors that contributed to the grandeur and, later, the decline of the Mamluk period in Egypt and its conquest by the Ottoman Turks.	Adel Allouche	100	2	S	3/0	---	---
MMES 175, HIST 350, NELC 350	FormationOf IslamicState to750	The development of Islamic polity and society from the rise of Islam to the rise of the Abbasid dynasty. Religious and societal changes caused by the success of Muhammad's mission; ramifications of the subsequent Arab expansion at the expense of the Byzantine and Sasanian empires. The origins of Islamic institutions; the historical development of the main religious sects and of Islamic legal thought; Western views of Islam.	Adel Allouche	100	2.5	F	14/0	---	---
MMES 192, RLST 170	The Religion of Islam	The rise of Islam in Arabia; Muhammad and the Qur'an; Muslim tradition and religious law; crucial issues of Islamic philosophy and theology; basic beliefs and practices of the Muslim community; Sufism and Shi'ism; religious institutions and modern trends; fundamentalism and violence; freedom and democracy.	Gerhard Böwering	100	2.5	F	7/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Week	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
MMES 193, HIST 351, RLST 155, RLST 535	The Golden Age of Islam	The development of Islamic civilization in the Middle East, North Africa, Spain, Iran, and India from Muhammad through the Mongol invasions to the rise of the Ottoman, Safavid, and Mughal empires (600–1500 C.E.). Emphasis on the intellectual and religious history of Islam in the age of the caliphates and during the rule of regional dynasties.	Gerhard Böwering	100	2.5	S	1/0	---	---	---
MMES 197, HIST 216, JDST 332, RLST 193	Zionism	Introduction to the core ideas of the Zionist movement from the mid-nineteenth century to the mid-twentieth. Focus on internal Jewish debates and criticism of the movement by European and Middle Eastern intellectuals. Social, political, cultural, and messianic ideological strands within the movement and their interpretations of various historical experiences and ideas located in the Jewish tradition.	Eliyahu Stern	25	1.5	F	29/1/1	X	X	X
MMES 235, JDST 235, JDST 721, NELC 231, NELC 703, RLST 147, RLST 751	Intro Judaism In The Ancient World	The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; worship and atonement without sacrificial cult; interpretations of scriptures; law and life; the rabbi; the synagogue; faith in reason; Sabbath and festivals; history and its redemption.	Steven Fraade	100	2.5	S	4/0/2	X	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 236, JDST 256, JDST 725, NELC 232, NELC 704, RLST 400, RLST 757	DeadSeaScrollsDamascusDocument	Study of the Damascus Document, one of the most important of the Dead Sea Scrolls. Attention to the document's place in the history of biblical interpretation and ancient Jewish law; the nature and rhetorical function of its textual practices, both narrative and legal; and its relation to the central sectarian writings of the Qumran community.	Steven Fraade	100	2.5	S	0/0/3	---	---
MMES 253, WGSS 243	Gender in North Africa	Study of gender in North Africa, including, law, religion, activism, sexuality, community, labor, and migration, as well as artistic expression and cultural production, with in-depth focus on North Africa as a distinctive part of the geography and history of the Middle East. Readings are interdisciplinary, combining theoretical approaches from history, sociology, anthropology, political science, media studies, and gender and feminist studies.	Zakia Salime	100	2.5	F	9/0	---	---
MMES 261, FREN 414	AlgerianWarOfIndependence&ItsLit	Survey of literature about the Algerian war of independence written in both France and Algeria since 1954. The role of women in the insurgency; the construction of an Algerian national identity; the issue of political commitment for intellectuals; debates on terrorism and the use of torture. Some attention to film. Readings from works by Fanon, Kateb, Djebbar, Dib, Feraoun, Etcherelli, Sebbar, Camus, Sartre, De Beauvoir, Stora.	Jill Jarvis	100	2.5	S	4/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 273, JDST 261, JDST 775, RLST 200, RLST 684	Jews at the Origins of Islam	Investigation of the role of Jews in the formative period of Islam, from the beginning of Muhammad's call to prophethood around 610 C.E. to the early Abbasid Period (ca. 850 C.E.) in light of contemporary scholarship on the origins of Islam.	Liran Yadgar	100	2	F	1/1/1	---	---
MMES 282, AFST 373, AFST 573, GLBL 362, SOCY 339, SOCY 563	StateBuilding: MidEast&NAfrica	The historical evolution of political order from Morocco to Central Asia in the past two centuries. Focus on relationships between imperialism, insurgency, and state building. Ottoman, European, and nationalist strategies for state building; modes of local resistance; recent transnational developments; American counterinsurgency and nation-building initiatives in the region.	Jonathan Wyrzen	75	2	S	12/1	X	X
MMES S285, AFST S325, GLBL S361, HIST S236, SOCY S236	Society&Politics of NorthAfrica	Offered in Ifrane and Rabat, Morocco. Overview of North African history, the legacies of colonialism and nationalism, political systems and opposition, Islam in North Africa, and the Maghrib in the 21st century. Students will also meet with local experts, interact with Moroccan university students, and be able to do optional home stays with Moroccan families.	Jonathan Wyrzen	100	2.5	SUM	16/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 291, AFST 348, AFST 548, SOCY 232, SOCY 548	Islamic Social Movements	Social movement theory used to analyze the emergence and evolution of Islamic movements from the early twentieth century to the present. Organization, mobilization, political process, and framing of political, nonpolitical, militant, and nonmilitant movements; transnational dimensions of Islamic activism. Case studies include the Muslim Brotherhood, Hamas, Hizbollah, Al-Qaeda, Gulen, Al-Adl wa-Ihsann, Islamic State, and others.	Jonathan Wyrzten	75	2	S	6/5	X	X
MMES 292, RLST 292, RLST 723	Salafiyya Movement in Islam	Close study of the development of the Salafiyya movement, a widely spread modernist reform movement of Muslim intellectuals active since the eighteenth and nineteenth centuries. Further development of the movement during the twentieth century; what "Salafism" means today.	Frank Griffel	100	2.5	S	6/0/1	---	---
MMES 310, ANTH 311	Anthropological Theory	Key texts in the theoretical development of sociocultural anthropology. Theorists include Emile Durkheim, Marcel Mauss, A. R. Radcliffe-Brown, Bronislaw Malinowski, E. E. Evans-Pritchard, Claude Lévi-Strauss, Mary Douglas, Clifford Geertz, Sherry Ortner, Michele Rosaldo, Talal Asad, and Edward Said.	Narges Erami	25	2	S	11/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 336, WGSS 358	Middle East Uprisings	Understanding Middle East politics in light of the 2011 uprisings in North Africa and the Middle East, particularly the genealogy of political protests, occupations, and wars in the region. How the 2011 uprisings are classed, sexed, and gendered while considering the encounters of state and non-state actors during these uprisings.	Zakia Salime	100	2	F	13/1/1	---	---
MMES 342, HIST 232J, HUMS 443, JDST 270, RLST 201	MedievalJewsChristi ans&Muslims	How members of Jewish, Christian, and Muslim communities thought of and interacted with members of the other two cultures during the Middle Ages. Cultural grids and expectations each imposed on the other; the rhetoric of otherness—humans or devils, purity or impurity, and animal imagery; and models of religious community and power in dealing with the other when confronted with cultural differences. Counts toward either European or Middle Eastern distributional credit within the History major, upon application to the director of undergraduate studies.	Ivan Marcus	100	2	F	5/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 348, ER&M 371, PLSC 380	Devt&Change in Iraq&Afghanistan	The recent history of foreign intervention in Afghanistan and Iraq and the impact of post-conflict development upon Afghan and Iraqi social and political life. Analysis of changes brought about through military and civil interventions aimed at promoting democratization, human rights, gender and women's economic empowerment, social stability, community development, and the well-being of minorities and refugees.	Naysan Adlparvar	100	2	S	14/0	X	---
MMES 377, EP&E 249, LAW 20484, PLSC 377, PLSC 776, RLST 288, RLST 728	Islam&Democracy inModrnMidEast	The development of regimes of government in Muslim countries since the nineteenth century. Early constitutional movements, the rise of political Islam, the management of religion in various twentieth-century states, the Iranian revolution, and the growth of Salafi ideas, culminating in the ISIS "caliphate."	Andrew March	100	2	F	17/1/3	---	---
MMES 391, RLST 287, RLST 717	Islamic Theology & Philosophy	Historical survey of major themes in Muslim theology and philosophy, from teachings of the Qur'an to contemporary Muslim thought. The systematic character of Muslim thought and of the arguments given by thinkers; reason vs. revelation; the emergence of Sunnism and Shi'ism; the reaction of Muslim theology (from 1800) to the challenges of the West.	Frank Griffel	50	1.5	F	19/1/3	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
MMES 392, RLST 298	Good and Evil in Islam	Close study of major developments in Islamic theodicy, including the most important arguments advanced by different groups and the modality through which this set of problems affected and still affects the Islamic thinking. Exploration of Islamic philosophical tradition, focusing on why there is evil in this world, who is responsible for it, and the meaning of justice.	Salimeh Maghsoudl ou	100	2	S	1/0/1	---	---
MMES 403, RLST 412	Orientalism, Magic, Religion	Examination of the relationship between religion and magic as expressed in various historical and geographical contexts, with particular attention to the significance of these categories in the development of Orientalist literature, art, film, and scholarship.	Travis Zadeh	75	2	F	1/0	---	---
MMES 442, HIST 347J	Great Game to the Great Satan	Encounters of Iran and its neighbors with Britain, Russia, and the United States since the nineteenth century. Special attention to Western imperial interests in the region and to indigenous forms of resistance to imperial hegemony. Topics include travel, diplomacy, war and hegemony, postcolonial sovereignty, the Cold War and regional power, and the Islamic Republic's demonizing of America.	Abbas Amanat	100	2	S	15/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Week	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
MMES 456, HSAR 456	Art and Revolution in Modern Middle East	Political ideologies have either unified the modern Middle East, such as Pan-Arabism of the 1960s and Islamism of the 1980s, or caused deep ruptures, such as Zionism and sectarianism. Examination of the art and architectural productions that have gone hand-in-hand with these political developments from the nineteenth century until present day. Poetic, visual, and urban interventions document the profound changes that have defined the countries of this region, while connecting them to political movements throughout the world.	Kishwar Rizvi	100	2	S	16/1/1	---	---	---
MMES 490, NELC 490, NELC 850	Intro to Arabic & Islamic Studies	Comprehensive survey of subjects treated in Arabic and Islamic studies, with representative readings from each. Methods and techniques of scholarship in the field; emphasis on acquiring familiarity with bibliographical and other research tools.	Dimitri Gutas	100	2	F	0/3	X	X	X
MMES 491	Senior Essay	The one-term senior essay is a research paper of at least thirty pages prepared under the supervision of a faculty member	Narges Erami	100	?	S	4/0	X	X	X
MODERN ME LANGUAGES										
ARBC 110, ARBC 501	Elementary Modern Standard Arabic I	Development of a basic knowledge of Modern Standard Arabic. Emphasis on grammatical analysis, vocabulary acquisition, and the growth of skills in speaking, listening, reading, and writing.	Muhammad Aziz	100	4	F	35/3/2	X	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Contact Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
ARBC 120, ARBC 501	ElementaryModernStandardArabic II	Continuation of ARBC 110.	Muhammad Aziz	100	4	S	38/2/1	X	X
ARBC 130, ARBC 502	IntermediateModernStandardArabic I	Intensive review of grammar; readings from contemporary and classical Arab authors with emphasis on serial reading of unvoweled Arabic texts, prose composition, and formal conversation.	Jonas Elbousty	100	4	F	10/1/1	X	X
ARBC 136, ARBC 510	IntermediateClassicalArabic I	Introduction to classical Arabic, with emphasis on grammar to improve analytical reading skills. Readings include Qur'anic passages, literary material in both poetry and prose, biographical entries, and religious texts.	Shawkat Toorawa	100	2.5	F	5/2	X	X
ARBC 140, ARBC 502	IntermediateModernStandardArabicII	Continuation of ARBC 130.	Jonas Elbousty	100	4	S	6/1/1	X	X
ARBC 146, ARBC 510	IntermediateClassicalArabic II	Continuation of ARBC 136.	Shawkat Toorawa	100	2.5	S	5/2	X	X
ARBC 150, ARBC 503	AdvancedModernStandardArabic I	Further development of listening, writing, and speaking skills. For students who already have a substantial background in Modern Standard Arabic.	Sarab Al Ani	100	2.5	F	21/2/2	X	X
ARBC 151, ARBC 503	AdvancedModernStandardArabicII	Continuation of ARBC 150.	Sarab Al Ani	100	2.5	S	10/2/1	X	X
ARBC 165, ARBC 505, MMES 465	Arabic Seminar	Study and interpretation of classical Arabic texts for advanced students.	Dimitri Gutas	100	2	F	1/4	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
ARBC 167, MMES 263	Arabic Language in Cinema	Critical, historical, and interpretative films and readings that develop growth in language skills (reading, listening, writing, and speaking), and better understanding of Arab social, cultural, and intellectual trends set against the backdrop that these films and readings reflect, comment upon, or reject.	Sarab Al Ani	100	2.5	S	13/0/2	---	---
ARBC 190, ARBC 519	Levantine Arabic	Basic course in the Arabic dialect of the Levant (Lebanon, Syria, Jordan, Palestine). Principles of grammar and syntax; foundations for conversation and reading. Focus on the development of speaking and listening skills using media materials (television, Internet) and social networking sites (Facebook, Twitter). The essentials of conversing, using expressions, popular idioms, and everyday phrases. Topics include cultural components.	Sarab Al Ani	100	2.5	F	11/1/1	---	---
ARBC 194, NELC 164	PoliticsAestheticsModArabicLit	A guided inquiry into the history and development of modern Arabic literary genres in the context of the political and cultural changes of the nineteenth and twentieth centuries in the Arab world. Critical examination of the ranges of themes and techniques that exist in each genre and of the diversity and breadth of Arabic literary expressions.	Jonas Elbousty	100	2	F	9/0/1	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
ARBC S110	Elem Modern Stndrd Arabic I	Development of a basic knowledge of Modern Standard Arabic through a comprehensive and integrated method emphasizing reading, writing, speaking, comprehension, grammar, and vocabulary acquisition. Credit only on completion of ARBC S120.	Muhamma d Aziz	100	15	SUM174/0/1	X	X	
ARBC S120	Elem Modern Stndrd Arabic II	Continuation of ARBC S110. Prerequisite: ARBC S110, 110a or equivalent.	Sarab Al Ani	100	15	SUM174/0/3	X	X	
ARBC S130	Intermediate Mod Stnd Arabic I	First part of an intensive language course in New Haven and Morocco. Intensive review of grammar; readings from contemporary and classical Arab authors with emphasis on serial reading of unvoiced Arabic texts, prose composition, and formal conversation. Students are responsible for all travel expenses to and from site, room and board costs at site, and any other expenses beyond tuition. Must be taken in conjunction with ARBC S140.	Jonas Elbousty	100	15	SUM1614/1/2	X	X	

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
ARBC S130	Intermediate Mod Std Arabic I	Offered in Rabat, Morocco. This course is designed to improve students' proficiency in aural and reading comprehension as well as in speaking and writing. It also aims to develop a strong understanding of the linguistic features of the Arabic language with emphasis on comprehensive communication skills. Students will have 4 hours of MSA on a daily basis, along with 4 hours of Moroccan Arabic per week. Prerequisite: ARBC 120 (Elementary Modern Standard Arabic II) or equivalent proficiency. Must be taken in conjunction with ARBC S140.	Jonas Elbousty	100	15	SUM17	8/0/2	X	X
ARBC S140	Intermediate ModStd Arabic II	Second part of an intensive language course in New Haven and Morocco. Continuation of ARBC S130. Intensive review of grammar; readings from contemporary and classical Arab authors with emphasis on serial reading of unvoweled Arabic texts, prose composition, and formal conversation. Students are responsible for all travel expenses to and from site, room and board costs at site, and any other expenses beyond tuition. Must be taken in conjunction with ARBC S130. Prerequisite: ARBC 120 or equivalent.	Jonas Elbousty	100	15	SUM16	14/1/2	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Week	Hours	Term	Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
ARBC S140	Intermediate ModStd Arabic II	Offered in Rabat, Morocco. This course is designed to improve students' proficiency in aural and reading comprehension as well as in speaking and writing. It also aims to develop a strong understanding of the linguistic features of the Arabic language with emphasis on comprehensive communication skills. Students will have 4 hours of MSA on a daily basis, along with 4 hours of Moroccan Arabic per week. Prerequisite: ARBC 120 (Elementary Modern Standard Arabic II) or equivalent proficiency. Must be taken in conjunction with ARBC S130.	Jonas Elbousty	100	15	SUM17	8/0/2		X	X	
ARBC S150	Advanced Arabic	Offered in Rabat, Morocco. First part of an accelerated language course. Includes readings, composition exercises, review of Arabic grammar, listening skills, and conversation practice in standard Arabic. Concentration is placed on idiomatic expressions, vocabulary acquisition, in addition to focusing on reading and listening to extended passages. Prerequisite: ARBC 140 (Intermediate Modern Standard Arabic II) or equivalent proficiency. Must be taken in conjunction with ARBC S151.	Jonas Elbousty	100	15	SUM17	1/0/1		X	X	

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
ARBC S151	Advanced Mod Stnd Arabic II	Offered in Rabat, Morocco. Second part of an accelerated language course. Includes readings, composition exercises, review of Arabic grammar, listening skills, and conversation practice in standard Arabic. Concentration is placed on idiomatic expressions, vocabulary acquisition, in addition to focusing on reading and listening to extended passages. Prerequisite: ARBC 140 (Intermediate Modern Standard Arabic II) or equivalent proficiency. Must be taken in conjunction with ARBC S150.	Jonas Elbousty	100	15	SUM17	1/0/1	X	X
GMAN 158, JDST 416	Reading Yiddish	This course is designed to build literacy in Yiddish, the vernacular of Ashkenazi Jewry. With focus on the accelerated treatment of Yiddish grammar, regularly supplemented with simple primary texts (poems, songs, folktales), and followed by close readings of (modern) Yiddish literature, students will be able to navigate most Yiddish texts with the aid of a dictionary. May not be taken concurrently with elementary or intermediate German.	Joshua Price	100	2	F	0/2	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Week	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
GMAN 159, JDST 418	Reading Yiddish II	Intermediate study of Yiddish literary language with annotated readings from classic authors including: Mendele, Sholem Aleichem, Peretz, Bergelson, Der Nister, Bashevis, as well as American and Soviet Yiddish poetry. Secondary readings in English will offer a broader introduction to the modern Yiddish canon. Continuation of GMAN 158/JDST 416. Previous knowledge of German or Hebrew-Aramaic recommended but not required.	Joshua Price	100	2		S	2/2	X	X
HEBR 110, HEBR 501	Elementary Modern Hebrew I	Introduction to the language of contemporary Israel, both spoken and written. Fundamentals of grammar; extensive practice in speaking, reading, and writing under the guidance of a native speaker.	Dina Roginsky	100	4		F	10/1	X	X
HEBR 117	Elementary Biblical Hebrew I	An introduction to biblical Hebrew. Intensive instruction in grammar and vocabulary, supplemented by readings from the Bible.	Anne Schiff	100	1.5		F	6/1	X	X
HEBR 120, HEBR 501	Elementary Modern Hebrew II	Continuation of HEBR 110. Introduction to the language of contemporary Israel, both spoken and written. Fundamentals of grammar; extensive practice in speaking, reading, and writing under the guidance of a native speaker.	Orit Yeret	100	4		S	10/2/1	X	X
HEBR 127, HEBR 511	Elementary Biblical Hebrew II	A two-term introduction to Biblical Hebrew. Intensive instruction in grammar and vocabulary, supplemented by readings from the Bible. No prior knowledge of Hebrew required.	Pratima Gopalakrishnan	100	1.5		S	6/1	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
HEBR 130, HEBR 502	Intermediate Modern Hebrew I	Review and continuation of grammatical study, leading to a deeper understanding of style and usage. Focus on selected readings and on writing, comprehension, and speaking skills.	Orit Yeret	100	1.5	F	17/0/2	X	X
HEBR 140, HEBR 502	Intermediate Modern Hebrew II	Continuation of HEBR 130. Review and continuation of grammatical study leading to a deeper comprehension of style and usage. Focus on selected readings and on writing, comprehension, and speaking skills.	Orit Yeret	100	1.5	S	13/0/2	X	X
HEBR 150, HEBR 503, JDST 213, MMES 150	Adv Modern Hebrew: Israeli Society	An examination of major controversies in Israeli society. Readings include newspaper editorials and academic articles as well as documentary and historical material. Advanced grammatical structures are introduced and practiced.	Orit Yeret	100	1.5	F	1/1/1	---	---
HEBR 158, HEBR 505, JDST 305, MMES 168	Contemp Israeli Society in Film	Examination of major themes in Israeli society through film, with emphasis on language study. Topics include migration, gender and sexuality, Jewish/Israeli identity, and private and collective memory. Readings in Hebrew and English provide a sociohistorical background and bases for class discussion.	Shiri Goren	100	1.5	S	5/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
HEBR 160, HEBR 517, JDST 360, MMES 155	Hebrew in a Changing World	Focus on how Hebrew language is used in Israel for constructing social norms, expectations, and day-to-day experiences. Topics include gendered language, political and PC language, military language, slang, humor, dialects, accents, name-giving practices, language in a sacred and in a secular context, and Americanization of the Hebrew language. Materials include advertisements, internet forums, movie clips, skits, maps, political stickers, and newspapers.	Dina Roginsky	100		1.5	F	7/0/1	---	---
HEBR 162, HEBR 519, JDST 319, MMES 161	Israel in Ideology & Practice	An advanced Hebrew class focusing on changing ideology and politics in Israel. Topics include right and left wing political discourse, elections, State-Religion dynamics, the Jewish-Arab divide, and demographic changes. Materials include newspapers, publications, on-line resources, speeches of different political and religious groups, and contemporary and archival footage. Comparisons to American political and ideological discourse.	Dina Roginsky	100		1.5	S	6/1/2	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
HEBR 523, REL 3604	Elementary Biblical Hebrew	A two-term introduction to the language of the Hebrew Scriptures—Biblical Hebrew. Students work through the grammar book, doing exercises and practicing paradigms. Among these exercises is the reading of specific biblical texts. By the end of the year, students should have a basic grasp of this ancient language's grammar and some experience reading Hebrew.	Eric Reymond	100	2.5	F	0/0/14	---	---
HEBR 576, REL 576	Advanced Biblical Hebrew Prose	This course examines topics in the grammatical and syntactical analysis of Biblical Hebrew prose. It introduces students to the fine points of the Hebrew grammar and syntax so that students are capable of reading the biblical text fluently and carefully.	Joel Baden	100	2	F	2/0/3	---	---
PERS 110, PERS 501	Elementary Persian I	Introduction to modern Persian, with emphasis on all four language skills: reading, writing, listening, and speaking.	Farkhondeh Shayesteh	100	4	F	2/0/8	X	X
PERS 120, PERS 501	Elementary Persian II	Continuation of PERS 110, with emphasis on all four language skills: reading, writing, listening, and speaking.	Farkhondeh Shayesteh	100	4	S	2/0/7	X	X
PERS 130, PERS 502	Intermediate Persian I	Continuation of PERS 120, with emphasis on expanding vocabulary and understanding more complex grammatical forms and syntax.	Farkhondeh Shayesteh	100	3.75	F	1/3	X	X
PERS 140, PERS 502	Intermediate Persian II	Continuation of PERS 130, with emphasis on expanding vocabulary and understanding more complex grammatical forms and syntax.	Farkhondeh Shayesteh	100	2.5	S	1/3	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
PERS 150, PERS 504	ThematicSurvey:Mod ernPersianLit	An advanced course focusing on continuing development of language skills for nonnative speakers. Emphasis on reading and writing through modern Persian terary prose and poetry.	Farkhonde h Shayesteh	100	2	S	0/3	---	---
TURKISH									
TKSH 110, TKSH 501	Elementary Modern Turkish I	Development of a basic knowledge of modern Turkish, with emphasis on grammatical analysis, vocabulary acquisition, and reading and writing skills.	Ozgen Felek	100	4	F	4/0	X	X
TKSH 120, TKSH 501	Elementary Modern Turkish II	Continuation of TKSH 110.	Ozgen Felek	100	4	S	4/0	X	X
TKSH 130, TKSH 502	Intermediate Turkish I	Continued study of modern Turkish, with emphasis on advanced syntax, vocabulary acquisition, and the beginnings of free oral and written expression.	Ozgen Felek	100	2.5	F	2/1	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
TKSH 150, TKSH 503	Advanced Turkish I	An advanced language course focused on improving students' reading, writing, listening, and speaking skills in modern Turkish. Extensive study of vocabulary and idiomatic expressions. Readings from genres including academic articles, critical essays, literature, newspaper articles, and formal business writing. Screening of films, documentaries, and news broadcasts.	Ozgen Felek	100	2.5	F	7/2/1	---	---
TKSH 151, TKSH 503	Advanced Turkish II	Continuation of TKSH 150. An advanced language course focused on improving students' reading, writing, listening, and speaking skills in modern Turkish. Extensive study of vocabulary and idiomatic expressions. Readings from genres including academic articles, critical essays, literature, newspaper articles, and formal business writing. Screening of films, documentaries, and news broadcasts.	Ozgen Felek	100	2.5	S	2/2	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Per Week	Hours	Term	Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
TKSH 170, TKSH 571	Advanced Turkish III	Continuation of TKSH 151. An advanced language course focused on improving students' reading, writing, listening, and speaking skills in modern Turkish. Extensive study of vocabulary and idiomatic expressions. Focus on primary materials from Turkish media, short stories, and Turkish films. Development of proficiency sufficient for conducting research and presenting findings and evaluations in Turkish.	Ozgen Felek	100	2.5	S	3/1		---	---	
TKSH 471	Directed Reading & Research: Turkish	For students who wish to pursue a topic or body of texts not available in the department's regular curriculum. Approval of the plan of study is required from both the director of undergraduate studies and a member of the department who agrees to serve as instructor. Student and instructor meet regularly throughout the term. The course culminates in either a piece of written work or a final examination.	Ozgen Felek	100	2.5	F	3/0		---	---	
TKSH 561	Ottoman Text Reading I	An introduction to Ottoman Turkish. Students develop skills that will enable them to read basic Ottoman Turkish texts and pursue independent work in Ottoman studies. We read and analyze excerpts from original Ottoman texts, such as chronicles, heroic narratives, advice books, physiognomy texts, travel accounts, and hagiographical stories. The principles of Turkish grammar, syntax, and textual criticism are covered as well.	Ozgen Felek	100	2.5	F	0/6		---	---	

Course No.	Course Title	Description	Instructor	% ME Content	Contact Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
TKSH 562	Ottoman Text Reading II	Continuation of Ottoman Text Reading I	Ozgen Felek	100	2.5	S	0/6	---	---
AFRICAN STUDIES									
AFST 001, ARCG 001, NELC 001	Egypt and Northeast Africa: A Multidisciplinary Approach	Examination of approximately 10,000 years of Nile Valley cultural history, with an introduction to the historical and archaeological study of Egypt and Nubia. Consideration of the Nile Valley as the meeting place of the cultures and societies of northeast Africa. Various written and visual sources are used, including the collections of the Peabody Museum and the Yale Art Gallery.	John Darnell	100	2	F	7/0/0	x	x
AFST 347, EP&E 484, GLBL 243, LAST 348, PLSC 347	Post-Conflict Politics	Consideration of a range of issues and challenges faced by countries emerging from domestic conflict. Focus on elements of peace-building—disarmament and demobilization, post-conflict elections, institution-building, and reconstruction—as well as modes of transitional justice and mechanisms for truth and reconciliation.	David Simon	25	2	F	13/2	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
AFST 303, EP&E 303, SOCY 330, SOCY 576	Civil Society and Democracy	In dialogue with normative and empirical approaches to civil society, this course examines civil sphere theory. The sacred and profane binaries that animate the civil sphere are studied, as are such civil sphere organizations as polls, mass media, electoral system, law, and office. Topics include: United States presidential elections, immigration and its controversies, the civil rights movement, the crisis of contemporary journalism, recent controversies over church pedophilia, the financial system, telephone hacking, and the challenge of de-provincializing civil sphere theory.	Jeffrey Alexander	25	2	F	4/5	---	---
AKKADIAN									
AKKD 110, AKKD 501	Elementary Akkadian I	Introduction to the language of ancient Babylonia and its cuneiform writing system, with exercises in reading, translation, and composition.	Enrique Jimenez- Sanchez	100	2.5	F	1/0	X	X
AKKD 120, AKKD 501	Elementary Akkadian II	Continuation of AKKD 110.	Nicholas Kraus	100	2.5	S	1/0	X	X
AKKD 503	Advanced Akkadian	Continuation of Intermediate Akkadian.	Eckart Frahm	100	2.5	F	1/3	X	X
AKKD 505	Hist&ArchivalTexts Assyria	Reading and discussion of inscriptions, letters, and documents pertaining to the history of the Assyrian empire.	Eckart Frahm	100	?	S	1/2	X	X

AMERICAN STUDIES

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
AMST 010, ER&M 010	Islam in the United States	Introduction to ethnic studies and ethnographic film and writing through the study of Islam in the United States. The wide variety of Muslim ethnic and racial and immigrant groups in the United States and the new forms of religious life that develop from their interaction. Global and universal elements of Islam; elements that are specific to place and community, including what is American about Islam in America.	Zareena Grewal	50	2.5	S	18/0	---	---
AMST 450, ER&M 430, WGSS 461	Islam in American Imagination	The representation of Muslims in the United States and abroad throughout the twentieth century. The place of Islam in the American imagination; intersections between concerns of race and citizenship in the United States and foreign policies directed toward the Middle East.	Zareena Grewal	50	2.5	F	12/1/1	X	X
AMST 451, HIST 174J, RLST 260	Religion, War, and America	The relationship between religion and war in American history from colonial beginnings through Vietnam. The religious meanings of Americans at war; the mutually reinforcing influences of nationalism and religion; war as the norm of American national life; the concept of civil religion; biblical and messianic contexts of key U.S. conflicts.	Harry Stout	33	2	F	9/0/1		

ANTHROPOLOGY

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
ANTH 171, ARCG	GreatCivilizationsAncientWorld	A survey of selected prehistoric and historical cultures through examination of archaeological sites and materials. Emphasis on the methodological and theoretical approaches by which archaeologists recover, analyze, and interpret the material remains of the past.	William Gardner	25	2.5	S	18/0	---	---
ANTH 218	Voices of Human Rights	Application of an anthropological lens to analyze and understand debates about human rights and social justice from the perspective of everyday actors as well as human rights experts and practitioners. Topics include how social movements understand human rights in relation to everyday histories and experiences of violence, exploitation, and racism; the relationship between the organizational culture of an institution and the adoption of human rights norms; racial and social justice in the United States; ethical dilemmas and representational concerns in context of human rights documentation and advocacy.	Narges Erami	33	2	F	12/01/1	---	---
ANTH 386, GLBL 393	Humanitarian Interventions: Ethics, Politics, and Health	Analysis of humanitarian interventions from a variety of social science disciplinary perspectives. Issues related to policy, legal protection, health care, morality, and governance in relation to the moral imperative to save lives in conditions of extreme adversity. Promotion of dialogue between social scientists and humanitarian practitioners.	Catherine Panter-Brick	25	2	S	23/0/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
ANTH 438, ANTH 638	Culture, Power, Oil	The production, circulation, and consumption of petroleum as they relate to globalization, empire, cultural performance, natural resource extraction, and the nature of the state. Case studies include the United States, Saudi Arabia, Nigeria, Venezuela, and the former Soviet Union.	Douglas Rogers	25		2	S	13/3/1	X	X
ANTH 531, ARCG 531, CLSS 815, CPLT 547, HIST 502, JDST 653, NELC 533, RLST 803	FakesForgeries&Ma kingAntiquity	A comparative exploration of notions of forgery and authenticity in the ancient and premodern world, in a variety of civilizations (ancient Greece, Mesopotamia, Egypt, Israel, China, India, etc.) and different political, religious, literary, and artistic contexts. Emphasis is also placed on the pivotal role played by the "authentic" in the modern era in disciplines such as philology and aesthetics, the manipulative uses of ancient history for purposes of modern nation building and identity formation, copies and reconstructions of ancient artifacts, and the role of forgeries in today's antiquities trade.	Irene Peirano	33		2	S	2/13/3	---	---
ANTH 771, ARCG 771	Early Complex Societies	A consideration of theories and methods developed by archaeologists to recognize and understand complex societies in prehistory. Topics include the nature of social differentiation and stratification as applied in archaeological interpretation; emergence of complex societies in human history; case studies of societies known ethnographically and archaeologically.	Richard Burger	25		2.5	F	1/7	---	---

ARCHAEOLOGICAL STUDIES

Course No.	Course Title	Description	Instructor	% ME Content	Contact Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
ARCG 221, HSAR 234, NELC 120, AFST 221	Egyptomania	Conceptual underpinnings of the use of ancient Egyptian motifs in architecture, painting, sculpture, and decorative arts throughout western Europe, the Middle East, and North America from antiquity to the present.	John Darnell	75	2	S	12/0/0	---	---
ARCG 237, HSAR 237, NELC 108, NELC 508	Ancient Painting and Mosaics	Developments in wall painting, vase painting, and mosaics as seen in ancient Egypt, the Aegean Bronze Age, and the Greek, Etruscan, and Roman world.	Karen Foster	33	2.5	F	1/0/2	---	---
ARCG 601, RLST 601	New Testament/Ancient Christian	Required of doctoral students in New Testament studies and ancient Christianity. The topic and instructor change yearly. Topic for spring 2017 is	Stephen Davis, Felicity	50	2	S	0/14/4	---	---
ARCHITECTURE									
ARCH 431, ARCH 3225	Religion and Modern Architecture	The historical evolution of sacred building in the twentieth and twenty-first centuries. Relations between a building, its cultural environment, and its cult. The influence of religion in contemporary civic life as manifest in the design and construction of prominent religious buildings. Examination of mosques, synagogues, temples, and churches. Perspectives from philosophy, comparative religion, liturgical studies, and architectural theory and practice.	Karla Britton	25	2	S	6/0/1	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Contact		2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
					Hours Per Week	Term Offered			
ARCH 4231	City Making on Arabian Peninsula	<p>Seminar discussions will investigate how globalizing methods of urbanization have been developed, translated, and adapted in this geographical region. Investigation of historical context will provide students the means by which to analyze forces and ideologies now shaping the newest cities and mega-projects in the region and beyond. Major social debates and press coverage surrounding these cities will be addressed, including, restrictions on public space, living and working standards for migrant laborers, and the impact of global events like Qatar's 2022 World Cup and Dubai's 2020 World Expo.</p> <p>Course readings will include various kinds of sources and viewpoints, including architectural criticism, trade journalism, fiction, literary journalism, historical documents, and academic articles in fields such as sociology and anthropology. There will also be several chances to assess film as a means toward understanding these cities. In a similar vein, students will be asked to tap various kinds of sources for their own work during the semester.</p>	Todd Reisz	100	2	S	1/0/11	---	---

CHRONIC DISEASE EPIDEMIOLOGY

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
CDE 585, GLBL 529, LAW 20568	Sexuality Gnder Hlth & Human Rights	The course explores the application of human rights perspectives and practices to issues in regard to sexuality and health. It addresses the necessity—and complexity—of adding nuanced rights perspectives to programming and advocacy on sexual health. Through reading, interactive discussion, paper presentation, and occasional outside speakers, students learn the tools and implications of applying rights to a range of sexuality and health-related topics. The overall goal is twofold: to engage students in the world of global sexual health and rights policy making as a field of social justice and public health action; and to introduce them to conceptual tools that can inform advocacy and policy formation and evaluation.	Alice Miller	25	2	F	4/4/20	X	X
CLASSICAL CIVILIZATIONS									
CLCV 260, NELC 168, NELC 569	Origins of Writing	Exploration of writing in the ancient Near East and the profound effects this new method of communication had on human society. Focus on Egypt and Mesopotamia, where advanced writing systems first developed and were used for millennia.	Christina Geisen, Agnete Lassen	50	2	F	3/1/1	---	---

COMPARATIVE LITERATURE

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
CPLT 685, ER&M 306, JDST 353, JDST 850, LITR 308, NELC 853	Lit at LimitPalestine & Israel	Readings and films from post-1948 Palestine and Israel, with special attention to historical and political contexts. This course focuses on Hebrew- and Arabic-language culture produced in Palestine and Israel since the year of the Palestinian Haqba and the Jewish War of Independence. These poems, novels, and films consistently probe the figure of the limit—in the geographical sense of borders and checkpoints, as well as in the existential sense of extremity and trauma. What are the limits of one's political and linguistic community? What is the role of culture in defining, deconstructing, or bridging those borders? The course is intended to serve as an introduction to canonical texts of both national traditions, as well as the methods of comparative literature. Readings include works by Darwish, Yehoshua, Kanafani, Oz, Habibi, Ballas, and Shammass. All readings in English.	Robyn Creswell, Hannan Hever	100		2	S	10/3	---	---
CPLT 686, JDST 356, JDST 856, LITR 342	Jewish Literary Masterpieces	Exploration of the nature of Jewish identity through a literary prism, focusing on novels, stories, poetry, and homilies. Study of texts written over a three thousand year period by Jews living in the Middle East, Europe, and America, from biblical writings through modern works composed by Franz Kafka, Philip Roth, as well as Israeli Literature. Special attention given to the role of gender, minority identities, and the idea of nationalism. Taught in translation, readings in English.	Hannan Hever	100		2	S	3/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
CPLT 687, ER&M 218, JDST 349, JDST 849, LITR 435, RLST 228, RLST 823	Ethnicity, Religion, Nationality	This course explores the nature of identity politics in modern Europe, the Middle East, and America through the idea of the Jew. It introduces students to scholarly texts focused on the nature of identity politics as well as short stories, novels, and films addressing the fluidity of identity as it pertain to Jews in the modern period.	Hannan Hever, Eliyahu Stern	50	2	F	1/3/1	---	---
CPLT 690, JDST 339, JDST 838, LITR 418, MMES 418, RLST 203, RLST 762	Politics Modern Hebrew Lit TR	An overview of the poetics, culture, history, and political dynamics of modern Hebrew literature over the past 250 years. No background in Jewish literature and Jewish culture is required. All readings in English.	Hannan Hever	100	2	F	3/1	---	---
COLLEGE SEMINAR: TRUMBULL COLLEGE									
CSTC 350	Postcolonizing Images	Study of contemporary art, films, and essays as a means of connecting past injustices of Imperialism in Northern Africa and the Arab Levant with present day dilemmas of race, gender, and othering.	Jacob Davidson	50	2	F	5/0	---	---
ENGLISH									
ENGL 191, LITR 318, NELC 201, NELC 601	Arabian Nights	Exploration of <i>Arabian Nights</i> , a classic of world literature. Topics include antecedents, themes and later prose, and graphic and film adaptations.	Shawkat Toorawa	100	2.5	S	11/1	---	---
ETHICS, POLITICS & ECONOMICS									

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
EP&E 259, PLSC 183	Europe, US, & the Iraq Crisis	Examination of the contrasting relations between the main European powers and the United States in their approaches to Iraq in order to understand the divisions attending the 2003 war and the subsequent transfer of sovereignty. Topics include the Iran-Iraq War (1980–88), the first Persian Gulf crisis (1990–91), the sanctions regime (1991–2002), problems of peacekeeping and nation building, and the Obama exit strategy.	Jolyon Howorth	50	2	F	21/0	X	X
EP&E 352, GLBL 213, PLSC 348	Democratization	Scientific study of the processes, causes, and consequences of democratization and how to apply insights gained from such study to evaluate public policy discourse. Topics include the emergence of modern democracy in the nineteenth century; the rise of fascism in inter-war Europe; the breakdown of democracy in Latin America; the collapse of communism and the resurgence of authoritarianism in Eastern Europe; and the Arab Spring and its aftermath.	Milan Svolik	25	2	F	17/1	X	X
EP&E 496, MGT 627, PLSC 448, PLSC 717	Business & Govern after Communism	Reassessment of business's place in society—and its relations with government—in an era when alternatives to capitalism are moribund. Topics include the role of business in regime change, corruption and attempts to combat it, business and the provision of low income housing and social services, and privatization of such core functions of government as prisons, the military, and local public services.	Ian Shapiro	25	2	F	11/3/13	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
ETHNICITY, RACE & MIGRATION										
ER&M 301, JDST 357, PORT 301, RLST 372	Diaspora and Identity	Study of the formation of a Jewish diaspora which established communities from Amsterdam to West Africa, from Brazil to the Caribbean and New York against the framework of the transatlantic—Europe, Africa, and the Americas—from the sixteenth century to the present. Focus on descendants of Portuguese Jews, who sought to uphold aspects of both their Portuguese and Jewish identities, forming thereby a new hybrid, transatlantic Portuguese-Jewish identity.	Igor de Souza	25		2	S	3/0	---	---
ENVIRONMENTAL STUDIES										
EVST 399, F&ES 774, NELC 399, NELC 606	Agriculture: Origins, Evolution & Crises	Analysis of the societal and environmental drivers and effects of plant and animal domestication, the intensification of agroproduction, and the crises of agroproduction: land degradation, societal collapses, sociopolitical transformation, sustainability, and biodiversity.	Harvey Weiss	33		2	S	4/0/7	X	X
EPIDEMIOLOGY MICROBIAL DISEASE										

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
EMD 540	Responding to Violent Conflict: Epidemiologic Methods and Public Health Interventions	In this course we discuss how epidemiological methods are applied to understand specific health consequences of violent conflicts, including infectious diseases, mental health, maternal/child health, and chronic health problems. In addition, we critically examine interventions employed to mitigate these negative consequences and assess the evidentiary basis for their efficacy with the goal of understanding what makes some interventions more successful than others. Throughout the course, we consider inevitable ethical challenges of conducting research in fragile settings and with vulnerable populations who often lack basic services and are suffering human rights violations.	Kaveh Khoshnood	75	2	S	1/0/7	X	X
FRENCH									
FREN 335, HUMS 235	Orientalism in Lit and Art	Examination of Oriental influences in French prose, theater, poetry, travel literature, and art from the seventeenth century to the twentieth. Topics include the problems of Orientalism; encounters with peoples, monuments, and cultures of the Muslim Middle East; social and political critique; and the popular lure of Oriental exoticism. Readings in English.	Maryam Sanjabi; Marie- Hélène Girard	50	2.5	S	3/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
FREN 965	Pltcs & Aesthetics the Maghreb	A study of twentieth-century Maghrebi texts and films that document, theorize, and critique forms of political violence. How might aesthetic works—novels, plays, poems, torture and prison testimonies, political cartoons, films—run counter to state-sanctioned memory projects or compel rethinking practices of testimony and justice for a postcolonial time? Works by Kateb, Djébar, Mechakra, Djaout, Alleg, Boupacha, Meddeb, Barrada, Binebine, Laâbi. Theoretical readings by Fanon, Mbembe, Khatibi, Kilito, Benjamin, Derrida, Butler and Athanasiou, Spivak.	Jill Jarvis	50		2	S	0/5	---	---
GLOBAL AFFAIRS										
GLBL 247, PLSC 128	Development Under Fire	The recent emergence of foreign assistance as a tool of counterinsurgency and post-conflict reconciliation. Evaluation of the effects of aid in settings such as Afghanistan, Iraq, Colombia, and the Philippines. Examination of both theory and practice of conducting development work in the shadow of violence. Strengths and weaknesses of different evaluation methods, including randomized control trials (RCTs) and survey experiments.	Jason Lyall	50		1.5	S	46/0/1	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
GLBL 271, GBL 713	Middle East Politics	Exploration of the international politics of the Middle East through a framework of analysis that is partly historical and partly thematic. How the international system, as well as social structures and political economy, shape state behavior. Consideration of Arab nationalism; Islamism; the impact of oil; Cold War politics; conflicts; liberalization; the Arab-spring, and the rise of the Islamic State.	Emma Sky	100	2	F	13/5	X	X
GLBL 361, GBL 554, PLSC 436	Violence: State and Society	Examination of large-scale violence, generally within sovereign states. Why violence happens, why it takes place in some locations and not others, why it takes specific forms (insurgency, terrorism, civilian victimization), what explains its magnitude (the number of victims), and what explains targeting (the type or identity of victims).	Matthew Kocher	25	2	F	10/8/1	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
GLBL 680	Geo-Politics of the Gulf	Escalating competition between the Kingdom of Saudi Arabia (KSA) and Iran has become central to the way in which scholars, politicians and practitioners outside the region currently both explain its disorder and frame policy responses. Is this hermeneutically ad-equate, accurate or useful? If not, are there more fruitful ways of understanding the issues? To answer those and related questions, this course aims to set the Gulf in its wider historical, geographical and political context, critically assess conventional analysis and examine the wider context to the undoubted rivalry between its two major functional states. It will cover the very different formative experiences of Iran and KSA; the relationships between the two and a range of other actors including Iraq, the smaller states of the Gulf Cooperation Council, Yemen and external actors including the US, other western states, Russia, China and India; the problematics of Shia/Sunni sectarian mobilisation; the matter of Wahhabism and its relationship with other more insurgent forms of Salafism (including the Islamic State and AQ); the prospects for change in the broadly rentier political economy of the region; its sociological development; the impact of the Arab Spring; and what reform or rupture in any of these states might mean for the future of the region and western policy responses.	John Jenkins	100		2	S	0/5/2	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
GLBL 685, LAW 21104	Contemporary Arab Politics	An examination of the key elements of the Arab political order that arose out of colonial rule, the relationship between political and economic interests in Arab countries, the instruments of control and repression and the problems with rule of law, and the emerging elements of a new political order in countries that have suffered upheaval. The course will highlight tribal and sectarian politics in Arab countries, the role of political Islam and competition between Sunni and Shia communities as well as the ideology of Islamic extremism and factors facilitating its spread. The course will conclude with an examination of the role and limits of American influence in the Arab world now.	Robert Ford	100		2	S	1/3/3	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
GLBL 742	Future of Afghanistan	Overview and analysis of Afghanistan's current challenges and opportunities. Work in student teams to solve a specific policy issue to present to senior decision-makers, choosing from one of the seven following topics: Responding to the economic shock and creating jobs and livelihoods for Afghan citizens; addressing migration and refugees given flows of people to, within, and from the country; building professional defense institutions; adapting the state and its services to the digital environment; building a human capital investment system to align education and training to jobs needs; regional and national infrastructure; revisiting the Silk Road regional connectivity agenda and/or getting private sector investment in PPPs to work; building a culture of accountability and addressing corruption.	Clare Lockhart	100		2	S	5/6/3	X	X
GLBL 910, HIST 980	Genocide in History & Theory	Comparative research and analysis of genocidal occurrences around the world from ancient times to the present; theories and case studies; an interregional, interdisciplinary perspective. Readings and discussion, guest speakers, research paper.	Ben Kiernan	33		2	F	2/4/1	---	---

HISTORY

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
HIST 220, JDST 201, RLST 149	Intro Modern Jewish History	A broad introduction to the history of Jewish culture from the late Middle Ages until the present. Emphasis on the changing interaction of Jews with the larger society as well as the transformation of Judaism in its encounter with modernity.	David Sorkin	25	1.5	S	14/0	---	---
HIST 248, HIST 587, JDST 293, JDST 793, RLST 214, RLST 799	Intro to Modern Jewish Thought	An overview of Jewish philosophical trends, movements, and thinkers from the seventeenth century to the twenty-first. Topics include enlightenment, historicism, socialism, secularism, religious radicalism, and Zionism.	Eliyahu Stern	100	1.5	S	9/2	X	X
HIST 365J	Ottoman Empire 1770–1920	Survey of the political, social, and intellectual history of the Ottoman Empire from the end of the eighteenth century to its demise after the first World War. Close study of the tremendous transformation that the Ottoman state and society experienced during a period when astounding developments were happening in the global context.	Veysel Simsek	100	2	S	7/0	---	---
HIST 485, HSHM 227	Science in the Premodern World	The engagement of premodern civilizations with the study of nature, from antiquity to c. 1500. Middle Eastern and Greco-Roman scientific traditions, cross-cultural dissemination with India and China, natural philosophy in the Islamic and Christian Middle Ages. Emphasis on the visual and material culture of science. No background in history or science is required.	Ivano Dal Prete	50	2.5	S	5/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
HIST 846	Social Protest & Revol Mvmnts Iran	This course examines social, political and religious protests and revolutionary movements in modern Iran from the messianic Babi movement in the middle of the 19th century to the Islamic Revolution of 1979 to 1989. It asks three major questions: First, is there a tangible relationship between Shi'ism, as the dominant religion of Iran, and recurring trends of social protest? Second, why did Iran experience three major sociopolitical upheavals in the 20th century? Third, to what extent these movements of protest and revolution can be better understood in regional and global contexts and whether they triggered revolutionary trends elsewhere?	Abbas Amanat	100	2	S	4/0	---	---
HIST 847	RsrchPrmrySrcs&QajarHstrgrphy	The Orient and knowledge of the Other; from travel literature to Oriental studies to Middle East history; beyond academic: art, literature, and cinema; politics of Orientalism and Occidentalism. No language prerequisite.	Abbas Amanat	75	2	F	2/0	---	---
HIST 854	Readings in Ottoman History	An introduction to the historiography of the Ottoman Empire. Readings include classics in the field as well as examples of recent trends and innovative new works. Emphasis is placed on methodology, source usage, questions or periodization, and other interpretive problems.	Alan Mikhail	100	2	F	9/1/1	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
HIST 861	Research in Ottoman History	Research seminar focused on methods, sources, and problems in the field of Ottoman history. The overall goal is for students to produce a publishable article based on primary materials. Topics may come from any period of Ottoman history.	Alan Mikhail	100	2	S	5/0/1	---	---
HISTORY OF ART									
HSAR 597	Word & Image in Middle Ages	Word and image studies are a burgeoning field of art history and now have their own journal. This course looks generally at that literature and focuses on the Middle Ages and the Byzantine Empire. Topics of interest are <i>ekphrasis</i> , or the description of a work of art; inscriptions around works of art; and especially manuscript illumination, an area of sustained interest of Anglo-American scholars and historically the most popular subject of scholarship on Byzantine art. More attention has been paid lately to the image or icon, and this work needs to be integrated with a reconsideration of the nature of written and oral discourse.	Robert Nelson	25	2	S	0/6/1	---	---
HUMANITIES									
HUMS 077, NELC 003	Medieval Travel	Introduction to the motivations for travel and exploration in the Middle Ages. For adventure, for commerce, on pilgrimage, and for conquest, travelers include Christian, Jewish, and Muslim merchants, ambassadors, scholars, geographers, explorers, sailors, and soldiers. All material in English translation.	Shawkat Toorawa	25	2.5	F	13/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Contact Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
HUMS 140, NELC 121	The Hero in Ancient Near East	Exploration of the interaction of religion, history, and literature in the ancient Near East through study of its heroes, including comparison with heroes, heroic narratives, and hero cults in the Bible and from classical Greece.	Kathryn Slanski	75	2.5	S	7/0	---	---
HUMS 438, NELC 101	Origins of Western Civilization	Cultural and historical survey of Hellenistic, eastern Roman, Parthian, Byzantine, and Sassanian empires in the Near East. Emphasis on mutual influences of Near Eastern and classical worlds, the rise of Christianity and Islam in Near Eastern contexts, and the division of East and West between conflicting ideas of unity.	Benjamin Foster	50	2.5	S	8/0	---	---
JUDAIC STUDIES									
JDST 260, JDST 682, RLST 216	Jewish Biblical Commentaries	Survey of classic medieval and modern Jewish Biblical commentaries, from the eleventh to the nineteenth centuries. Exploration of diverging approaches to the Pentateuch in light of the different intellectual and cultural contexts in which Jewish scholarship thrived. Topics include the impact of Arabic learning, attitudes towards rabbinic tradition, the rise of rationalism and mysticism, and the multiple challenges of modernity.	Edward Breuer	50	2	F	3/0	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
JDST 391, JDST 736, NELC 381, NELC 701, RLST 407, RLST 746	MidrashSem:Revelat ionatSinai	The giving of the Torah to Israel as seen through rabbinic eyes. Close readings of midrashic texts. Views of revelation, tradition, interpretation, law, and commandment in their literary and historical contexts. Interpretations and interpretive strategies compared and contrasted with those of other ancient biblical exegetes (Jewish and non-Jewish).	Steven Fraade	100	2	F	1/0	---	---	
JDST 392, JDST 727, NELC 382, NELC 702, RLST 405, RLST 752	Mishnah Sem Tractate Taanit Fastng	Close study of a section of the Mishnah, the earliest digest of Jewish law, treating procedures for public fasts in response to drought and other forms of collective adversity. Particular attention to the textual practices of rabbinic legal discourse in relation to its social function, and to the interplay of law and narrative.	Steven Fraade	100	2	F	0/1	---	---	
JDST 492	The Senior Essay	The essay, written under the supervision of a faculty member, should be a substantial paper between 6,500 and 8,000 words for one term and between 12,500 and 15,000 words for two terms.	Eliyahu Stern	100	?	S	1/0	X	X	
JDST 734, RLST 740	Rabbinic Texts	A close study of classical rabbinic sources with attention to questions of both form and content, critical methods, and cultural and historical context. Designed for doctoral students in Ancient Judaism.	Christine Hayes	100	2	S	2/8	---	---	

MESOPOTAMIA

Course No.	Course Title	Description	Instructor	% ME Content	Contact Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
MESO 507	HistMesopotamia:2nd Millennium	Readings and discussion of issues and evidence for the second millennium of Mesopotamian history.	Benjamin Foster	100	?	F	1/1	X	X
MESO 531	Beginning Sumerian	A two-term introduction to the Sumerian language.	Benjamin Scruton	100	?	F	0/1	X	X
MESO 531	Beginning Sumerian	A two-term introduction to the Sumerian language.	Benjamin Scruton	100	?	S	0/1	X	X
MESO 534	Sumerian Literature	Topics in Sumerian Literature	Benjamin Foster	100	?	F	1/1	X	X
MESO 575	Sumerian Epics	Reading and analysis of key specimens of Sumerian epic and narrative poetry.	Benjamin Foster	100	?	S	1/1	X	X
MESO 576	N. Mesopotamia 2nd Millnm BC	Survey of Northern Mesopotamian history in the second millennium BCE, with attention to adjacent areas, including political, social, economic, and artistic developments.	Benjamin Foster	100	?	S	1/2	X	X
NEAR EASTERN LANGUAGES AND CIVILIZATIONS									
NELC 115, NELC 515, REL 540	Bible in Ancient Near East	History of the Assyrian, Babylonian, and Persian empires of the first millennium B.C.E.; how their rise and fall influenced the politics, religion, and literary traditions of biblical Israel. Topics include the role of prophecy and (divine) law, political and religious justifications of violence, the birth of monotheism, and the historical reliability of the Hebrew Bible.	Eckart Frahm	100	2.5	F	3/0/10	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
NELC 471	Directed Reading and Research	For students who wish to pursue a topic or body of texts not available in the department's regular curriculum. Approval of the plan of study by both the director of undergraduate studies and a member of the department who agrees to serve as instructor is required. Student and instructor meet regularly throughout the term. The course culminates in either a piece of written work or a final examination.	Jonas Elbousty	100	?	F	1/0	---	---
NELC 472	Directed Reading and Research	For students who wish to pursue a topic or body of texts not available in the department's regular curriculum. Approval of the plan of study by both the director of undergraduate studies and a member of the department who agrees to serve as instructor is required. Student and instructor meet regularly throughout the term. The course culminates in either a piece of written work or a final examination.	Jonas Elbousty	100	?	S	1/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Conta	Term	2017-	2018-
					Hours	Per	Offere	2016-17
					Week	d	UG/G/Other	Other

NELC 492	The Senior Essay	Preparation of a research paper of at least thirty pages (sixty pages for a two-term essay) under the supervision of a departmental faculty member, in accordance with the following schedule: (1) by the end of the second week of classes of the fall term, students meet with advisers to discuss the topic, approach, sources, and bibliography of the essay. Note: students planning to write the essay in the second term (NELC 493) should also meet with their prospective advisers by this deadline; (2) by the end of the fourth week of classes a prospectus with outline, including an annotated bibliography of materials in one or more Near Eastern languages and of secondary sources, is signed by the adviser and submitted to the director of undergraduate studies. The prospectus should indicate the formal title, scope, and focus of the essay, as well as the proposed research method, including detailed indications of the nature and extent of materials in a Near Eastern language that will be used; (3) at the end of the tenth week of classes (end of February for yearlong essays), a rough draft of the complete essay is submitted to the adviser; (4) two copies of the finished paper must be submitted to the director of undergraduate studies, 314 HGS, by 4 p.m. on the last day of reading period. Failure to comply with the deadline will be penalized by a lower grade. Senior essays will be graded by departmental faculty unless, for exceptional reasons, different arrangements for an outside reader are made in advance with the director of undergraduate studies and the departmental adviser.	Jonas Elbousty	100	?	F	1/0	X	X
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Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
NELC 493	The Senior Essay	Preparation of a research paper of at least thirty pages (sixty pages for a two-term essay) under the supervision of a departmental faculty member	Jonas Elbousty	100	?	S	2/0	X	X
NELC 520	MesoptmnHistofThir dMillenium	Readings and discussion of issues and evidence for a selected 500-year period of Mesopotamian history.	Benjamin Foster	100	?	F	1/0	---	---
NELC 535, REL 544	History & Methods OT Interp I	In this course, students report on classic secondary works from the history of Old Testament scholarship.	John Collins	100	2	F	0/0/9	---	---
NELC 536, REL 500	O.T. Interpretation	The first half of a two-term introduction to the content of and basic critical approaches to the Old Testament (Genesis through 2 Kings).	Joel Baden	100	2.5	F	0/0/79	---	---

PHILOSOPHY

PHIL 474, PHIL 674, PLSC 326, PLSC 580	Borders, Culture & Citizenship	The contemporary refugee crisis in Europe and elsewhere; new patterns of migration; increasing demands for multicultural rights of Muslim minorities in the West; and transnational effects of globalization faced by modern societies. Examination of these issues in a multidisciplinary perspective in light of political theories of citizenship and migration, as well as laws concerning refugees and migrants in Europe and the United States.	Seyla Benhabib	25	1.5	F	28/5/2	---	---
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POLITICAL SCIENCE

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
PLSC 111	Intro International Relations	Survey of key debates and concepts in international relations. Exploration of historical and contemporary issues using Western and non-Western cases and evidence. Topics include the rise of states; causes, conduct, and outcomes of wars; the emergence of new actors and forms of conflict; and evolution of global economy.	Nuno Monteiro	25	1.5	S	68/0	X	X
PLSC 116	Comparative Politics	Introduction to the study of politics and political life in the world outside the United States. State formation and nationalism, the causes and consequences of democracy, the functioning of authoritarian regimes, social movements and collective action, and violence.	Adria Lawrence	25	1.5	F	92/0	X	X
PLSC 123	Political Economy of Foreign Aid	Introduction to modern quantitative research methods in international political economy, with a focus on empirical evidence related to foreign aid. The state of knowledge regarding the effects of development assistance on democratization, governance, human rights, and conflict. The challenges of drawing causal inferences in the domain of international political economy.	Peter Aronow	50	2	F	5/0	X	X
PLSC 135	Media and Conflict	The theory and practice of reporting on international conflict and war, and its relation to political discourse in the United States and abroad. Materials include case studies of media coverage of war in Europe, Africa, and the Middle East.	Graeme Wood	50	2	S	18/0	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
PLSC 143	Internatl Challenges of 21st C	Challenges facing the global community as it undergoes a power transition with the relative decline of the West and the emergence of powers such as China, India, and Brazil. Natural challenges such as demography, climate, and energy security; systemic issues related to the balance of power, economic crises, and trade globalization; new threats, including rogue states, terrorism, and WMD proliferation; regional challenges in Asia, Ukraine/Crimea, the Middle East, and Africa.	Jolyon Howorth	25	1.5	F	323/1	X	X
PLSC 695	International Relations I	The course examines theories of international relations and evaluates empirical evidence in favor of or against those theories. It surveys the main theoretical traditions in international relations and considers how empirical methods can be used to identify causation in the international relations field. Students acquire broad familiarity with the diverse literature in this field, learn to identify opportunities for new research, and apply rigorous methodology to evaluate theoretical claims. The course is designed for students who plan to pursue doctoral -level research in international relations and want to pass the Ph.D. qualifying exam in the field.	Nuno Monteiro	25	2	S	0/6/2	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
PLSC S187	Terrorism and Counterterrorism	Examination of the origins and evolution of modern terrorism, the challenges posed by terrorist groups to states and to the international system, and strategies employed to confront and combat terrorism. Assessment of a variety of terrorist organizations and the multidimensional causes of terrorist violence. Analysis of the strengths and weaknesses of counterterrorism strategies, with a particular focus on ways in which the threat of global terrorism might affect the healthy functioning of democratic states.		25	6.5	SUM17	0/4/3	X	X
RELIGION									
REL 574	Intermediate Biblical Hebrew	This course focuses on the reading of biblical texts but also offers a review of the elementary grammar of Biblical Hebrew and the introduction of more complicated grammatical concerns. More specifically, the first term focuses on prose texts and reviews the morphology of verbs and nouns as well as basic components of Hebrew syntax; the second term introduces students to Biblical Hebrew poetry while continuing the study and review of Hebrew morphology and syntax. In addition, the form and function of <i>Biblia Hebraica Stuttgartensia (BHS)</i> are introduced. Area I.	Eric Reymond	100	2.5	F	0/0/6	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
REL 574	Intermediate Biblical Hebrew	This course focuses on the reading of biblical texts but also offers a review of the elementary grammar of Biblical Hebrew and the introduction of more complicated grammatical concerns. More specifically, the first term focuses on prose texts and reviews the morphology of verbs and nouns as well as basic components of Hebrew syntax; the second term introduces students to Biblical Hebrew poetry while continuing the study and review of Hebrew morphology and syntax. In addition, the form and function of <i>Biblia Hebraica Stuttgartensia (BHS)</i> are introduced. Area I.	Eric Raymond	100	2.5	S	0/0/6	X	X
REL 577	Advanced Biblical Hebrew Poetry	This course explores the language of Biblical Hebrew writings, primarily through a close study of text specimens written in vocalized and unvocalized Hebrew. Students study both prose and poetic texts. The course focuses on the grammar of the language, exploring in great detail matters of orthography, phonology, morphology, and syntax. This course builds on the students' familiarity with grammar as studied at the intermediate level. Area I.	Eric Raymond	100	2	S	1/0/4	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
REL 583	Hebrew Exegesis: Micah	This exegetically focused course explores literary, theological, and hermeneutical issues involved in interpreting the book of Micah. Paying close attention to the Hebrew text, the course considers the diction, themes, literary artistry, and rhetorical power of this prophetic discourse. A systematic review of Hebrew grammar is not the focus of this course; those who need such review should take Intermediate Biblical Hebrew (REL 574) instead. Consideration of grammar and syntax are subordinated to the larger interpretive issues involved in appreciating the literary artistry of Micah and assessing secondary scholarship on it. Area I.	Carolyn Sharp	100		2.5	F	0/0/7	X	X
REL 621	Medieval Theology Survey	This course is a survey of theological themes in the West and in the period from Augustine until the end of the Middle Ages, including (among many others) the role and interpretation of Scripture; the distinction between the contemplative and the active lives; doctrines of grace, sacraments, and prayer; monastic, university-based, and vernacular styles of theology; the emergence of a distinctive women's voice in the high and late Middle Ages; and other topics of interest to those who wish to be theologically informed in even an elementary way. Area II.	Paul Kolbet	25		2	S	0/0/32	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
REL 913	Backstories: Hebrew Bible	This course employs the concept of "backstories," the way that curiosity and anxiety inevitably impel humans to engage ultimacy and origins through the composition of narratives, as a key to unlocking meaning from the Hebrew Bible.	Gregory Mobley	100	2	S	0/0/4	---	---
REL 914	Xian-Muslm Dialg & Ustdg Hist & Theo	This course is an introduction to Islamic theology through the framework of the Five Pillars, with special emphasis on the development of religious structures and institutions in the early centuries. In time the pillars of religion grew independently of Islam's political culture. Civil society offered a stable environment for religious life amidst political changes. This situation has similarities with New World ideas about society rather than the state as the proper locus of religion. Area V.	Lamin Sanneh	75	2	F	0/0/9	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Contact		Term	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
					Hours Per Week	Offered				
		<p>This course examines the art associated with, or related to, Christianity from its origins to the end of Gothic. It analyzes major artistic monuments and movements in a variety of regions, paying particular attention to how art shapes and is shaped by the social and historical circumstances of the period and culture. The class considers art in diverse media, focusing on painting, sculpture, architecture, and decorative arts. Trips to the Yale Art Gallery are included. The course aims at familiarizing students with key monuments of Christian architecture, sculpture, painting, and minor related arts, analyzing each within its particular sociocultural perspective. The course stresses the importance of looking at works of art closely and in context and encourages students to develop their skills of close observation and critical visual analysis. Additionally, students are encouraged to examine the ways parallel developments in Christian theology, dogma, and liturgy are influenced by art. Regular readings are complemented by in-depth class lectures and discussions. Area V.</p>								
REL 945	From House Church To Medeival Cathdrl		Felicity Harley	75	2	F		0/1/9	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
REL 955	CultOfSaintsEarlyXt nty&MidAges	For all its reputed (and professed) disdain of the corporeal and earthly, Christianity lavished considerable attention and wealth on the material dimension of sainthood and the "holy" during its formative periods in late antiquity and the Middle Ages. Already in the second century Christian communities accorded special status to a select few "friends of God," primarily martyrs put to death during Roman persecutions. Subsequently the public and private veneration of saints and their earthly remains proliferated, intensified, and became an intrinsic aspect of Christian spirituality and life in both East and West until the Reformation. To do so, it had to gradually develop a theology to accommodate everything from fingers of saints to controversial and miracle-working images. This course investigates the theology, origins, and development of the cult of saints in early Christianity and the Middle Ages with special attention to its material manifestations. The class combines the examination of thematic issues, such as pilgrimage and the use and function of reliquaries (both portable and architectural), with a focus on such specific cases as the evolution of the cult of the Virgin Mary. Area V.	Vasileios Marinis Felicity Harley	25	2	S	0/2/14	X	X

RELIGIOUS STUDIES

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
RLST 252	Human&DivineEarl yChristianity	Introduction to the first five hundred years of Christianity's development through the lens of Christians' engagement with God and the spiritual realm. Topics include how to bridge the chasm between divine and human; diverse proposals for structuring communities and communal authority; the roles of both emperors and ascetics as mediators between divinity and humanity; and various practices, both sacramental and mundane, by which ancient Christians sought to reach beyond their present existence into the next life.	Maria Doerfler	50	2.5	S	5/0/1	X	X
RLST 490	Religion and Society	Seminar on religion in its social formations. Issues include different concepts of social life, the operation of violence in social relationships, and religion as both champion and critic of society.	Nancy Levene	25	2	S	3/0	X	X
RLST 510	Proseminar Study of Religion	Required seminar for doctoral students in Religious Studies. Others admitted with instructor's permission.	Noreen Khawaja	25	2	S	0/14	X	X
RLST 593	Readings in Indo- Persian Texts	Close readings from a wide range of Persian texts produced in South Asia, with attention to the intersections between language, religion, and colonialism. The selection of texts will accommodate the research interests of enrolled students.	Surpiya Gandhi	25	2	S	0/5	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Contact		2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
					Hours Per Week	Term Offered			
RLST 605	Greco-Roman Proseminar	The proseminar in Greco-Roman backgrounds is designed for doctoral students in the fields of New Testament and ancient Christianity. It familiarizes students with philosophical, literary, and religious texts from Greco-Roman antiquity, as well as evidence of material culture relevant to the study of early Christian literature. Master's-level students may be admitted by permission of the instructor.	Harold Attridge	50	2	F	0/2/9	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Contact		Term	Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
					Hours	Per Week					
RLST 640	BodyEarlyChristianThght&Prctce	Contemporary American society is frequently accused of being overly preoccupied with the human body. Yet other cultures were just as body-conscious, even if that consciousness took different forms. Christians during the first centuries of the Common Era spent a great deal of time and text considering how to clothe or undress, feed or starve the body, whether to gender the body or to erase all markers of gender, how to kill or heal the body, as well as, not least of all, speculating about what the body would look and feel like in the resurrection. This course examines the different thematic dimensions of body-consciousness among early Christians from writings of the New Testament through the sixth century C.E. We consider the wide range of Christian attitudes to and beliefs about the body, as well as the social and ritual practices designed to inculcate or reinforce these views. In the process, we will also encounter a number of theoretical models that provide lenses through which to consider early Christian as well as contemporary attitudes to the human body.	Maria Doerfler	50	2	F		0/3/6	---	---	

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
RLST 642	Death & Dying Late Antiquity	Death, in antiquity as in the present era, sat at the intersection of a wide range of discourses. Medical doctors, for example, sought to avert it, jurists to mitigate its impact upon family relations and the flow of capital, philosophers and theologians to prescribe approaches to it, and bishops and other religious professionals to create rituals by which to assist the departed one's transition into the afterlife and to channel the grief of surviving loved ones.	Maria Doerfler	50	2	S	0/1/1	---	---
RLST 715	Theology Fakhr al- Din al-Razi	Recent research has shown that Fakhr al-Din al-Razi was the most influential Muslim theologian in the so-called postclassical period in Islam after 1100. In his works, Islamic theology and philosophy reached a mature state that brings together several intellectual traditions, among them that of classical Ash'arism, of Aristotelian philosophy (falsafa), of al-Ghazali's critique of falsafa, and of Sufism. The kind of synthesis that Fakhr al-Din al-Razi created dominated the education of Sunni theologians up to the mid-eighteenth century, when the confrontation with modernity created new priorities. This seminar takes a close look at this understudied thinker. The goal is to understand the most widespread kind of Islamic theology of the centuries between 1200 and 1750, a time that is not yet covered in textbooks on Islamic intellectual history. We read selections of Fakhr al-Din's work in the Arabic original.	Frank Griffel	50	2	F	0/3	---	---

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offered	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
RLST 716	Theories&MethodsI slamicStudies	This seminar provides an overview of the professional study of Islam within the Western academy through an interrogation of the field as a discrete, analyzable discursive formation. Particular attention is paid to developments over the course of the last fifty years. This seminar explores major problems and areas of research, as well as various paradigms for situating Islamic Studies in the disciplinary frameworks of history, religion, anthropology, area studies, law, and sociology.	Travis Zadeh	50	2	S	0/3	---	---
RLST 720	The Qur'an& It'sInterpretation	Intensive study of the Qur'an with special emphasis on its biblical roots. Readings in Arabic commentaries on the Qur'an.	Gerhard Böwering	100	2	F	1/0	X	X
RLST 729	Islamic Theology Seminar	This seminar explores Islamic ethics, focusing on two related ethical theories: first the ethical system developed by Mu'tazilites in the 8th–10th centuries and, second, the ethical system put forward by Ibn Taymiyya (d. 1328) at the turn of the 14th century.	Frank Griffel	100	2	S	1/3	X	X
RLST 801	Hebrew Bible Seminar	A close reading of the Hebrew text of the prophetic stories in the Books of Kings, with particular attention to their possible oral origin and present literary function. The sociological and religious perspective of the stories is also considered.	Robert Wilson	100	2	S	0/1/7	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Cont ct Hours Per Week	Term Offere d	2016-17 UG/G/Other	2017- 18 UG/G/ Other	2018- 19 UG/ G/Ot her
RLST 826	Intro to Syriac Language	Syriac was an Aramaic dialect that developed its own written tradition in the city of Edessa in classical antiquity. This class provides students with a basic working knowledge of the three principal scripts (Estrangela, Sert.o, and "Nestorian"), verbal morphology, and fundamental rules of syntax. Extracts of several Syriac texts are studied for purposes of application.	Jimmy Daccache	100	2	F	0/2/3	---	---
RLST 826, SMTC 521	Intro to Syriac Language	Syriac was an Aramaic dialect that developed its own written tradition in the city of Edessa in classical antiquity. This class provides students with a basic working knowledge of the three principal scripts (Estrangela, Sert.o, and "Nestorian"), verbal morphology, and fundamental rules of syntax. Extracts of several Syriac texts are studied for purposes of application.	Jimmy Daccache	100	2	S	0/1/1	---	---
RLST 826, SMTC 523	Intermediate Syriac I	This two-term course is a continuation of SMTC 521. Reading and analysis of Syriac texts from various genres and time periods		100		S	0/2/3	X	X
RLST 835, SMTC 545	Northwest Semitic Inscriptions	This introduction to Semitic epigraphy is designed to lay the groundwork for the study of Phoenician, Hebrew, and Aramaic grammar, illustrated through a wide variety of inscriptions stretching from the early centuries of the first millennium B.C.E. to the Roman period.	Jimmy Daccache	100	2	S	0/2/7	X	X

Course No.	Course Title	Description	Instructor	% ME Content	Week	Hours Per Week	Term Offered	2016-17 UG/G/Other	2017-18 UG/G/Other	2018-19 UG/G/Other
RLST 840	Ugaritic I and II	The Ugaritic alphabet was used in Ras Shamra-Ugarit in the thirteenth century B.C.E. on the Syrian coast. This course is an initiation into the linguistic system of the Ugaritic language, written in a cuneiform script, and into the Ugaritic civilization.	Jimmy Daccache	100	2	F	0/1	---	---	
RLST 840, SMTC 520	Introduction to Ugaritic	The Ugaritic alphabet was used in Ras Shamra-Ugarit in the thirteenth century B.C.E. on the Syrian coast. This course is an initiation into the linguistic system of the Ugaritic language, written in a cuneiform script, and into the Ugaritic civilization.	Jimmy Daccache	100	2	S	0/1	X	X	
SOCIOLOGY										
SOCY 018	The Sociological Imagination	Introduction to the linked study of sociology and modernity. Topics include the dramatic rise of capitalism; colonialism and empire; the advent of democracy and bureaucracy; the world-historical invention of the individual; and the contested role of religion in modernity. Readings from classical and contemporary authors.	Julia Adams	25	2.5	S	20/0	X	X	
WOMEN'S GENDER AND SEXUALITY STUDIES										
WGSS 288	YouthCultPoliticsNo Afr&Mideast	Exploration of the material and artistic spaces in which youth cultural politics were formed and contested in the past few decades.	Zakia Salime	100	2	S	3/0	---	---	

1. Project Goal Statement: To Increase and Disseminate Knowledge of and Research related to Middle East Studies									
2. Performance Measures*	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase attendance at CMES sponsored colloquia, lectures, workshops and conferences.	a. Improve advertising reach through increased use of targeted departmental notices and other Yale resources, and the CMES online calendar and social media.	a. Attendance Records.	a. Monthly	a. CMES Records.					
	b. Website preregistration for conferences and symposia.	b. Registration data.	b. Annually	b. CMES Records.					
	c. Create a formal network with MSIs and CCs to create opportunities for inclusion in Council programming.	c. Track number of participating MSI and CC.	c. Annually	c. CMES Records.					

	d. Increase number of users of the CMES listserv through improved collection of interested party email addresses, and through newsletters and invitations directed towards relevant faculty and students.	d. Track announcements	d. Monthly	d. CMES record					
2. Increase enrollments in MMES and area studies courses.	<p>a. Increase number of MMES courses offered through the CMES.</p> <p>b. Reach out to students who may not otherwise be aware of Middle East focused area studies courses by publicizing these on Yale College and departmental lists, in addition to the CMES listserv.</p>	<p>a. Track enrollment in MMES and area studies courses.</p> <p>b. Course Evaluation data.</p>	Annually	<p>a. Yale course lists.</p> <p>b. DUS/ CMES Records and Registrar's Office</p>					

	<p>c. Attend Bulldog Days and the Academic Fair in order to interest students in our courses and obtain sign-ups for the listserv.</p> <p>d. Cross list MMES and area studies courses so students from other departments can more easily engage in ME content.</p>	<p>c. Track attendance at Bulldog Days and Academic Fairs.</p> <p>d. Track number of MMES cross-listed courses.</p>		<p>c. DUS/CMES Records.</p> <p>d. Yale Registrar's office.</p>					
<p>3. Increase interdisciplinary collaboration across the university, such as with the Brady Johnson Program on Grand Strategy, the Yale Program for the Study of Anti-Semitism, and the Institute for the Preservation of Cultural Heritage.</p>	<p>a. Collaborate to increase ME content in these programs.</p> <p>b. Create open access digital platforms and disseminate information related to Iranian Jewish Archives (YPSA) and Dura-Europos (IPCH).</p>	<p>a. Track events and attendance numbers.</p> <p>b. Measure website data analytics.</p>	Annually	<p>a. CMES and program records.</p> <p>b. CMES and program websites.</p>					

4. Increase linkages with overseas institutions of higher education.	<p>a. Invite foreign scholars and faculty to participate and present research at colloquia and conferences.</p> <p>b. Collaborate on workshops with American University in Beirut, Lebanon; Al Akhawayn University, Morocco; Louvre Abu Dhabi and Sharjah Art Foundation, United Arab Emirates.</p>	<p>a. Track visiting scholars and post-docs.</p> <p>bi. Track participation in workshops, colloquia, conferences.</p> <p>bii. Track number of workshops, participation and attendance.</p>	Annually	<p>a. CMES Records.</p> <p>b. CMES records; workshop website registration.</p>					
5. Continue the World Languages Summer Program (WLSP)	a. Partner with NHPS to develop a summer program to expose NH and CT high school students to ME area studies cultural content.	<p>a. Track attendance.</p> <p>b. Evaluation and Survey.</p>	Annually	a. CMES and NHPS records.					

2. Project Goal Statement: Strengthen teaching of Arabic, Hebrew, Persian, Turkish and other Less Commonly Taught Languages of the region and increase the number of students learning Middle East languages									
2. Performance Measures*	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Advance language instruction (including support of LCTLs instructors).	a. Provide language lectors support through curriculum development and professional development grants, to develop new or revised curriculum for courses; to travel to conferences to share information about pedagogy and linguistics.	a. The number of curriculum development grants to language lectors. b. The total number of conferences attended by language lectors.	Annually	a. CMES Records. b. CMES Records.					
2. Increase the number of students learning Middle East languages: Arabic, Hebrew, Persian and Turkish and other regional LCTLs.	a. Increase the number of students enrolled in Middle East languages (Arabic, Hebrew, Persian, Turkish) for credit.	a. Number of students enrolled in a MES language.	Annually	a. CMES Records.					

	<p>b. Reach out to students who may not otherwise be aware of Middle East focused language courses by publicizing these on Yale College and departmental lists, in addition to the CMES listserv.</p> <p>c. Attend Bulldog Days and the Academic Fair in order to interest students in our courses and obtain sign-ups for the listserv.</p> <p>d. Provide 10 Academic Year FLAS each year to Yale College and Professional School students.</p>	<p>b. Number of non-major students enrolled in a MES language.</p> <p>c. Prepare a sign-up sheet for the fair.</p> <p>d. Number of FLAS awarded.</p>		<p>b. CMES Records.</p> <p>c. CMES Records.</p> <p>d. CMES Records.</p>						
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3. Increase the availability of Arabic, Hebrew, Persian and Turkish language materials.	a. Provide materials and student assistance needed to create and update classroom-teaching materials for all four languages.	a. Number of classroom teaching materials developed.	Annually	a. CMES Records.					
4. Increase participation by language faculty in professional organizations and training opportunities.	a. Provide travel grants to attend and present research at conferences and professional organization meetings. b. Provide travel funding and fees for renewal of ACTFL certification.	a. Number of grants given to faculty. b. The total number of ACTFL certified language lectors on staff.	Annually	a. CMES Records. b. CMES Records.					
5. Increase the number of Yale students attending language study abroad and thus increase linkages with overseas institutions of higher education.	a. Collaborate with the International University of Rabat, Morocco, to run a joint summer intensive language program in Intermediate Arabic.	a. Number of participants in the joint intensive program.		a. CMES and University of Rabat Records.					

	b. Provide 10 Summer FLAS each year to Yale College, Graduate School of Arts and Sciences and Professional School students for intensive language study abroad.	b. Number of FLAS awarded.		b. CMES Records.					
6. Increase the number of students studying LCTLs through non-credit courses.	a. Provide support to students studying LCTLs needed for research and other professional purposes through Directed Independent Language Study (DILS), FIELDs, or the Shared Course Initiative (SCI).	a. Number of students enrolled in DILS, SCI and FIELDs through CLS in a LCTL	Annually	a. CLS Records.					
7. Continue the World Languages Summer Program (WLSP).	a. Partner with NHPS to develop a summer program to expose NH and CT high school students to ME area studies cultural content.	a. Track attendance. b. Evaluation and Survey.	Annually	a. CMES and NHPS records.					

3. Project Goal Statement: To Increase Middle East Studies Teacher Training and Outreach to K-16 In-Service and Pre-Service Educators									
2. Performance Measures*	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase the number of CT CC and MSI participants in CMES activities and increase opportunities for collaboration.	a. In collaboration with CAS, create formal network with CC.	a. Members of network.	a. Ongoing	a. CMES Records.					
	b. Create CC-Yale listserv to offer ongoing announcements of CMES offerings, periodic newsletters and targeted invitations to relevant events.	b. Track announcements.	b. Annually	b. CMES Records.					
	c. Invite CC proposals for collaboration	c. Number of collaborations.	c. Annually	c. CMES Records.					
	d. Send yearly communications soliciting feedback from CC	d. Feedback from survey.	d. Annually	d. CMES Records.					

2. Increase exposure to ME content in CC, GCC Professional Development Fellowships.	<p>a. Yale GRAD will be TA to GCC faculty for one semester in general subject matter course.</p> <p>b. GRAD will enhance course with ME content; in future semesters GRAD may offer stand-alone course as adjunct faculty at GCC.</p>	<p>a. Number of TAs assigned.</p> <p>b. Number of courses modified.</p> <p>c. Assess GCC course evaluations at end of term and continue to assess PDF experience through exit interviews.</p>	Every Semester	<p>a. CMES Records.</p> <p>b. GCC Records.</p> <p>c. GCC Records.</p>					
3. Continue the World Languages Summer Program (WLSP).	a. Partner with NHPS to develop a summer program to expose NH and CT high school students to ME area studies cultural content.	<p>a. Track attendance.</p> <p>b. Evaluation and Survey.</p>	Annually	a. CMES and NHPS records.					

4. Collaboration with Pathways; increase ME content offerings to K-12 students.	a. Offer K-12 lectures and workshops for students.	a. Number of workshops offered. b. Attendance at workshops. c. Pathways survey with resulting metrics to determine outcomes and impact future programming	Following Each Program	a. Pathways Records. b. Pathways Records. c. Pathways Records.					
5. NHPS Collaboration: Seal of bi-literacy; increase opportunities for bi-literacy certification.	a. Develop Bi-literacy Seal program with NHPS where students are instructed by NHPS faculty to prepare for language assessment to be certified bi-lingual.	a. Track number of students training and taking test. b. Track number of certifications of bi-literacy per year.	1-2 Annually (Per NHPS Test Scheduling)	a. NHPS Records. b. NHPS Records.					
6. Increase K-12 teacher exposure to ME course content.	a. Offer SITs and academic year teacher training workshops.	a. Track number of workshops. b. Track number of participants.	Following Each Program	a. CMES Records. b. CMES Records.					

		c. Survey tracking assessment of workshops and incorporation of teaching materials in classroom.		c. CMES Records.					
7. Maintain or increase the number of faculty, student and community members participating in events disseminating knowledge about the arts and culture of the Middle East.	a. Organize CMES yearlong events. b. Target communications to groups on campus and in NH community.	a. Track attendance. b. Track number of notifications.	Following Each Program	a. CMES Records. b. CMES Records.					

* If awarded grant, all performance measure target #'s will be set in consultation with our Program Officer.

June 11, 2018

Dear Sir or Madam,

We are writing to wholeheartedly express support for the Title VI funding application by the Council on Middle East Studies (CMES) at the MacMillan Center for International and Area Studies at Yale University.

New Haven Public Schools (NHPS) and the MacMillan Center have had a longstanding, collaborative relationships that has promoted excellence in international education for teachers and students in New Haven. Its Program in International Education Resources (PIER) has been the outreach partner to the NHPS World Languages and Social Studies Departments, providing open access to professional development workshops, summer institutes, and seminars for NHPS teachers. Hundreds of teachers over the years have benefitted from the in-depth study of foreign language and regional studies sponsored by PIER. The breadth of topics to which teachers are exposed and the level of experts with which teachers can interact can only be provided through collaboration with an institution such as Yale University.

Students have also directly benefitted from Yale MacMillan Center/NHPS collaboration. We regularly bring students on field trips to explore Yale's vast resources in its museums, galleries, and libraries. Yale's Pathways to the Arts & Humanities Programs encourages creativity, helps solve real-world problems, and allows students to become civically engaged both locally and globally. The Pathways lecture series MOSAIC, for example, is designed to share the work of faculty in the arts and humanities with the community. One recent MOSAIC session, "What is a Border? Constructing National Boundaries in the Age of Global Mobility" was led by Yale Professor of American Studies and Ethnicity, Race, and Migration Alicia Schmidt Camacho. Graduate students led pre-lecture workshops which explored physical, symbolic, and artistic borders. Middle and high schoolers also benefit from PIER's World CLASS (Culture and Language after School Studies) Program, which offers several LCTL languages at the beginning through intermediate level, including Arabic, free of charge to NHPS students.

We look forward to continuing collaboration with CMES events, such as the teacher-training workshops component of the outreach programming proposed herein, as a priority objective in its Title VI grant. One such workshop will explore the history, politics, culture, and diversity of the key ME countries from which many of New Haven's international student population are increasingly coming from. We are confident that the CMES and MacMillan Center will continue to provide enriching, unique experiences to our



teachers, future teachers, and students through fruitful collaboration around true areas of need in our school system. We look forward to many years of continued partnership in the future.

Best regards,

A handwritten signature in blue ink, appearing to read 'Sandra Clark', with a stylized flourish at the end.

Sandra Clark
Supervisor History & Social Studies

A handwritten signature in black ink, appearing to read 'Jessica Haxhi', with a stylized flourish at the end.

Jessica Haxhi
Supervisor of World Languages

Yale OFFICE OF NEW HAVEN AND STATE AFFAIRS

PO Box 208332
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T 203 432-8613
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www.yale.edu/onhsa

Dr. Kishwar Rizvi,
Chair of Council on Middle East Studies

courier
433 Temple Street
New Haven CT 06511

Dear Kishwar,

I am writing to wholeheartedly express support for the Title VI funding application by the Council on Middle East Studies (CMES) at the MacMillan Center for International and Area Studies at Yale University.

Over the past ten years, Yale has significantly expanded its partnerships with the City and citizens of New Haven to promote economic and human development and revitalize our city's neighborhoods. No effort in this initiative is more important than our work to strengthen academic achievement and broaden the opportunities for New Haven's students and teachers.

The CMES at MacMillan Center has been an important part of this work, its longstanding and collaborative relationships with the New Haven Public Schools has promoted excellence in international education for teachers and students in New Haven, and has laid a strong foundation for the work proposed in this application.

As Director of Public School Partnerships for Yale University, I work closely with the local school districts and I know that there will be tremendous interest in the programming for teachers and students that you have proposed as a priority objective in this Title VI grant.

Programs for Pre-College Students

- Arabic Middle School Summer Camp
- World CLASS-Arabic language and culture instruction for high school students
- Workshop on Mapping the World: Conflict Zones and Contemporary Politics in the Middle East
- New Support for the Seal of Biliteracy Testing for Native/Heritage Speakers of Middle Eastern Languages (Arabic, Hebrew, Turkish, Persian, & Pashto)
- Minds on Society Arts Ideas and Culture (MOSIAC) Lecture Series 2 per year over the course of this grant.
- Workshops for Public School Teachers
- Demystifying the Middle East: Understanding Iran, Afghanistan, Syria and Iraq
- Sense and Sensibility: Building Trust through Language

The work also fits beautifully with the University-wide Pathways to Arts and Humanities outreach infrastructure. Pathways has developed a set of data-driven metrics that provide programs with the information they need to think and act more strategically, as well as evaluate the impact of programming longitudinally. Most importantly, the Pathways infrastructure supports a trajectory of increasingly rigorous experiences for students and allows for more seamless transitions across critical educational junctures. The Office of New Haven and State Affairs stands ready to assist with identifying students, promoting the programs, and managing a set of the events for this important work.

Sincerely,



Claudia Merson
Director of Public School Partnerships
Yale University Office of New Haven and State Affairs

**NaTakallam Letter of Support
for Yale University's Council on Middle East Studies (CMES) Title VI Grant**



June 20, 2018

Dear Yale University's Council on Middle East Studies,

It is with great pleasure that we write this letter of support on behalf of NaTakallam as we finalize our partnership with Yale University's Council on Middle East Studies (CMES) as part of the outreach section of CMES's Title VI mandate for 2018-2022.

NaTakallam ("we speak" in Arabic) is a social enterprise that recruits, trains, and connects refugees and displaced persons with language learners worldwide for online language practice and cross-cultural exchange with native speakers. Students work with their Conversation Partners (CPs) – all of them individuals displaced by conflict – improving their speaking skills, learning about their CP's culture and story, and frequently developing friendships between worlds that are often polarized in the media and political spheres. Most importantly, NaTakallam CPs receive a much-needed income, new marketable skills, purpose, and re-gained dignity.

All of NaTakallam's services for academic institutions are centered around providing affordable and enriching opportunities that complement existing coursework. Our programming accommodates small and large group conversation sessions delivered in Arabic for language practice (MSA/Levantine) or in English for cross-cultural exchange related to the Arab world/migration, displacement and other topics.

NaTakallam is excited to partner with CMES to bring authentic Arabic learning and cultural exchange opportunities to the Yale University community.

We firmly believe that this partnership between NaTakallam and CMES will thrive and we look forward to working with the council to make language learning more accessible and humanitarian.

Sincerely,

Hannah Weitzer
Director of University & K-12 Partnerships, NaTakallam
hannah.weitzer@natakallam.com



MacMillan Center for International and Area Studies
34 Hillhouse Avenue
PO Box 208206
New Haven, CT 06520

Dear Ms. Marcotte:

We are pleased to write in support of the application by the MacMillan Center for International and Area Studies at Yale for the Department of Education's NRC Grant. Partnering with the center on a variety of initiatives has provided many beneficial opportunities for students at both institutions.

Since 2016, The Gateway Community College Teaching Fellows Program has matched eight Yale graduate students in African and Middle Studies with professors at Gateway in the areas of anthropology, sociology, economics, and politics. The Yale students reported that the fellowship introduced them to a totally different teaching experience, which has better prepared them for their careers in higher education. Gateway student feedback describing the Yale students included comments such as, "Her teaching was effective because she brought a whole different perspective to the class." And "They (the Yale students) created an environment that encouraged critical thinking."

A variety of lectures were also presented at the Gateway Community College campus, which extended opportunities for students to hear from scholars associated with Yale University with the end goals of broadening students' base of knowledge, increasing their global awareness and preparing them for further study. David Simon spoke about, *The New Africa*, Miriam El Haitami, Saghar Adelghian visited classes to facilitate discussions on, *The State of Women in MENA Countries*, Melvis Ndiloseh introduced, *Peace Through Human Rights Education*, Annemie Turtelboom, *Migration, Security and the Future of Europe*, and Abdul Rehman Malik gave a talk on *Resilience from Below: Innovative Approaches to Reconciliation and Violence Prevention*.

With your continued support we look forward to continuing our partnership with The MacMillan Center for International and Area Studies at Yale University in order to provide a variety of educational experiences, mutually beneficial to all of the students we serve.

Sincerely,

Mark K-K

Mark Kosinski, Ph.D.
Dean of Academic Affairs
Gateway Community College
P: 203.285.2077

Jonah Cohen

Jonah Cohen
Professor of Sociology
Chair of Social Sciences
Gateway Community College
203-285-2289



DEPARTMENT OF THE ARMY
OFFICE OF THE DEPUTY CHIEF OF STAFF, G-3/5/7
400 ARMY PENTAGON
WASHINGTON, DC 20310-0400

7 June 2018

Kishwar Rizvi, PhD
Professor of the History of Art
190 York St.
New Haven, CT 06511


Dear Professor Rizvi:

Kishwar
We are pleased to inform you that Headquarters, Department of the Army approves your proposal to establish a new United States Army War College Fellowship at the MacMillan Center for International and Area Studies, Yale University. Pending the availability of funds, this fellowship will be approved for implementation beginning in Academic Year 2019-2020.

As with all new fellowships, the Department of the Army Fellowship Review Committee will request feedback within the first two years of the fellowship to ensure the MacMillan Center for International and Area Studies and the U.S. Army are maintaining agreed upon academic standards and meeting policy requirements.

Ms. Joyce A. Laurent, Army Fellowship Program Manager, will assist your staff to enable successful implementation. Her contact information is 703-545-4374 or joyce.a.laurent.civ@mail.mil.

Sincerely,


Joseph Anderson
Lieutenant General, U.S. Army
Deputy Chief of Staff, G-3/5/7

*We appreciate your
support and partnership.*

Council On Middle East Studies

Administrative Structure

Administration: Kishwar Rizvi, Chair; Travis Zadeh, DUS; Cristin Siebert, Program Director, Margaret Marcotte, Outreach Director; Marwa Khaboor, Program Coordinator

CMES Executive Committee: Abbas Amanat (HIST), Shiri Goren (NELC), Kaveh Khoshnood (SPH), Alan Mikhail (Chair, HIST), Eda Pepi (WGSS), Kishwar Rizvi (HSAR, Chair CMES), Shawkat Toorawa (Chair, NELC), Travis Zadeh (DUS CMES, RLST)

ADAMS, JULIA: Professor of Sociology and International and Area Studies

Education: Ph.D. University of Wisconsin-Madison; M.S. University of Wisconsin-Madison; B.A. Reed College;

Academic Experience: Deputy Provost for the Social Sciences & Faculty Development; Arthur F. Thurnau Professor and Associate Professor, University of Michigan,

Overseas Experience:

Outreach: Former Chair of the Sociology Department; Codirector, Yale Center for Historical Enquiry and the Social Sciences; Member of the Board of Reed College; Member of the Board on Social Science Research Council; Chair of the Global and Transnational Section of the American Sociological Association (2012 – 2013); President of the Social Science History Association (2008-2009);

Language(s):

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: The Sociological Imagination

Research/Teaching Specializations: large scale forms of patriarchal politics and the historical sociology of agency relations, academic knowledge and Wikipedia; culture/knowledge, family, gender and sexuality; global, regional and transnational sociology; political sociology and social movements;

Recent Publications: Can Crowdsourcing Capture Academic Knowledge? The Wikipedia Experiment, *Parameters/SSRC*, 2016; The Familial State: Ruling Families and Merchant Capitalism in Early Modern Europe, (Cornell, 2015); ed. Patrimonial Politics in the Modern World, *Annals of the Academy of Political and Social Sciences volume*, 2011; ed. Remaking Moderinty: Politics, History, and Sociology (Duke, 2005);

Dissertations/Theses Supervised in Past Five Years:

Distinctions: National Science Foundation Grant; Gaddis Smith Book Prize; Barrington Moore Jr. Award for Best Article; Fox International Fellowship Program;

ADLPARVAR, NAYSAN: Postdoctoral Fellow (non-tenured), Council on Middle East Studies Appointed 2016

Education: BSc Psychology/University of Durham (UK); MSc Development Studies, University of Reading (UK); and PhD Development Studies, University of Sussex (UK)

Academic Experience: Research Associate, University of York; Technical Consultant, United Nations

Outreach Activities: Engagement in Yale Young Global Scholars program (New Haven, 2018); Yale Young African Scholars program (Rwanda, 2018); and Yale Summer Human Rights Institute (New Haven, 2017)

Overseas Experience: 8 years working as a technical consultant and researcher for United Nations/NGOs (Afghanistan [4 years], Iraq [3 years], Jordan [1 year]). One year in India as an NGO consultant

Language Proficiency: Persian (intermediate); Arabic (basic)

Percentage Time Devoted to ME or African Studies: 100% on Middle East

Middle East Studies Courses Taught: Development and Change in Iraq and Afghanistan (undergraduate seminar)

Research/Teaching Specializations: Afghanistan, Iraq, Ethnicity, Migration, Anthropology, Development Studies

Recent Publications: Adlparvar, N. and Tadros, M. (2016). 'The Evolution of Ethnicity Theory: Intersectionality, Geopolitics and Development' in *IDS Bulletin*, 47, 2. Brighton: Institute of Development Studies; Adlparvar, N.

(2012). *The Future of Afghanistan: Development Progress and Prospects After 2014*. Evidence submitted to the International Development Committee, House of Commons; Kabeer, N. Khan, A. and Adlparvar, N. (2011). *Afghan Values or Women's Rights? Gendered Narratives about Continuity and Change in Urban Afghanistan*. IDS Working Paper 387. Brighton: Institute of Development Studies.

AKHTAR, SAIMA: Postdoctoral Associate Computer Science / Institute for the Preservation of Cultural Heritage, Appointed 2016

Education: Ph.D., Architecture and Urban Studies, University of California, Berkeley 2015; SMArchS, History, Theory, and Criticism of Architecture, MIT; B.A. and B.S., University of Michigan, Ann Arbor

Academic Experience: Postdoctoral Associate, Anqa Preject , Yale University; Fellow at the Forum Transregionale Studien and the Institute for Cultural Inquiry, Berlin, 2014

Language(s): English, Arabic, Urdu- Hindi

ALEXANDER, JEFFREY: Lillian Chavenson Saden Professor of Sociology, Department of Sociology, Appointed 2004

Education: Ph. D., University of California, Berkeley, 1978; B.A., Harvard College, 1969, Cum Laude;

Academic Experience: Professor, Yale University, (2001 – 2004); Professor Emeritus, University of California, Los Angeles, (2001-Present); Professor, University of California, Los Angeles, (1981 -2001); Assistant Professor, University of California, Los Angeles, (1976 – 1981); Lecturer, University of California, Berkeley, (1974-1976); Fellow, Fudan Institute of Advanced Studies, (2015); Pitt Professor of American History and Institution, University of Cambridge, (2012-2013); Kluge Fello, Library of Congress, (2009); Senior Research Professor, Goldsmiths College, University of Cambridge, (2007-2008); Chair, Department of Sociology, Yale University, (2002-2005); Chair, Department of Sociology, (1989 -1992);

Overseas Experience: UK, France, Israel, Germany

Outreach: Member, International Academic Advisory Board of the Institute for the Study of Conflict Transformation and Social Justice, Queen's University Belfast, Ireland, (2015-2018); Chair, Culture Section American Sociological Association, (2005-2006); Member, Board of Friends of the Group for Social Engagement Studies, at the Institute for Philosophy and Social Theory, University of Belgrade, Serbia; Program Committees: World Congress of Sociology, 1998-2002; American Sociological Association 1989, 1990, 1992; Pacific Sociological Association, 1981;

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Civil Society and Democracy,

Research/Teaching Specializations: areas of theory, culture and politics, investigated the cultural codes and narratives that inform diverse areas of social life;

Recent Publications: Obama Power, *Polity Press*, (2014); The Dark Side of Modernity, *Polity Press*, (2013); Trauma: A Social Theory, *Polity Press*, (2012); Performative Revolution in Egypt: An Essay in Cultural Power, *Bloomsbury Academic*, (2011); Performance and Power, *Polity Press*, (2011); The Performance of Politics: Obama's Victory and the Democratic Struggle for Power, *Oxford University Press*, (2010); A Contemporary Introduction to Sociology: Culture and Society in Transition (co-written), *Paradigm Publishers*, (2008); The Civil Sphere, *Oxford University Press*, (2016); Cultural Pragmatics: Social Performance Between Ritual and Strategy, *Sociological Theory*, 2004; Rethinking Strangeness, *Thesis Eleven*, 2004; From the Depths of Despair: Performance and Counter-Performance on September 11th, *Sociological Theory*, 2004;

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Phi Beta Kappa Society Visiting Scholar, 2014-2015; Honorary Doctorate, University College Dublin, Ireland, 2013; The Pitt Professor of American History and Institutions, Cambridge University, 2012-2013; The Foundation Mattei Dogan Prize in Sociology, International Sociological Association, 2009; International Fellow, Centre for Public Culture and Ideas (CPCI), Griffith University; Kluge Fellow, Library of Congress, 2009; Honorary Doctorate, La Trobe University, Melbourne, Australia, 2007; Fellow, Whitney Humanities Center, Yale University, 2001-2004; UCLA gold Shield Faculty Prize for Academic Excellence, 1990; Guggenheim Fellow, 1979-1980;

ALKASIMI, ELHAM: Arabic Lector, NELC, Appointed 2017

Education: M.A. in Teaching Arabic as a Foreign Language, Middlebury College, 2016; B.A. in Middle Eastern Studies, New York University, 2008

Academic Experience: Arabic Lector, NELC 2016; Lector, University of New Haven, 2016; Lector, Middlebury Institute of International Studies at Monterey, CA, 2014-15; Teaching Associate, Citizen School, New York, NY 2013-14; Tutor, Champion Learning Center, New York, NY 2010-11

Language(s): Arabic, English

Research/Teaching Specialization: Researcher, Centred' Etudes Meghrebines a Tunis (CEMAT), Tunis, Tunisia, carried out scholarly research in Arabic using textual source and interview with locals culminating in a publishes articles entitled "Tunisian Identity and Fears of Salafism," *Muftah.org*

ALTALIB, HAMID, HAMADA: Assistant Profess of Neurology and Psychiatry, Yale School of Medicine, Appointed 2010

Education: M.P.H.New York University 2008 ; M.P.H.New York University 2008; D.O. Michigan State University 2001; B.A.Universityof Michigan (1996)

Academic Experience: Co-Director, Epilepsy Center of Excellence, VA Medical Center, West Haven, CT 2010 - present; Fellowship,; Yale University School of Medicine, Epilepsy, 2008 - 10; Residency New York University, Neurology/Psychiatry 2003 - 08; Intern, Cook County Hospital, Chicago, IL, Internal Medicine 2001 - 02

Overseas Experience: Fulbright Fellowship 2002-2003, Adviser Iraqi Mental Health Planning Committee

Outreach: President, Institute for Muslim Mental Health, 2012; Senior Fellow, Institute for Social Policy & Understanding

Language(s): Arabic

Percentage of Time Dedicated to Middle East Studies: 5%

Research/Teaching Specialization: Neurology; Epilepsy; Psychiatry; Public Health

Recent Publications: "Care coordination in epilepsy: Measuring neurologists' connectivity using social network analysis". *Epilepsy & Behavior*. 2017 Aug 31;73:31-5; "[Perceptions and Experiences of Marriage Preparation Among US Muslims: Multiple Voices from the Community](#)" *Journal of Marital and Family Therapy*

"[Using CBPR for Health Research in American Muslim Mosque Communities: Lessons Learned](#)" *Progress in community health partnerships: research, education, and action*; "The Prevalence of Epilepsy and Association With Traumatic Brain Injury in Veterans of the Afghanistan and Iraq Wars" (co-authored). *Journal of Head Trauma Rehabilitation*, 2014; "Neuropsychiatric symptoms, seizure severity, employment, and quality of life in Jordanians with epilepsy." *Epilepsy & Behavior*, 2013; "Long Term Seizure Outcome and Depression Post Resective Surgery" (co-authored). *Neurology*, 2011; "Suicide Outcomes After Resective Epilepsy Surgery" (co-authored). *Epilepsy and Behavior*, 2011The Perceived Role of Islam in Muslim Medical Practice within the United States: A Preliminary Qualitative Study *Journal of Medical Ethics* 2008;

Distinctions: Veterans Health Administration Career Development Award

AL-ANI, SARAB: Senior Lector (Non-Tenured), NELC, Appointed 2009

Education: M.Sc., Mercyhurst College 2005; M.A., College of Languages, University of Baghdad 2004; B.A., College of Languages, University of Baghdad 1998

Academic Experience: Arabic Instructor, Department of Near Eastern Language and Civilization, Yale, 2009-present; Michigan State University 2008-2009; Middlebury College Arabic School Summer 2008 and 2009; Instructor, AMIDEAST, Jordan 2006-2008; Mercyhurst College 2005-2006; Assistant Lecturer, Baghdad University 2003-2005; Linguistics Lab Manager and translator, Baghdad University 2000-2005

Overseas Experience: Teaching in the field of languages, as well as the field of linguistics in Baghdad University, Iraq. Instructor in standardized testing in Amman, Jordan with AMIDEAST Institution

Language(s): Arabic (Modern Standard) 5, French 3, English 5

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Elementary, Intermediate, and Advanced Arabic; Arabic Language in Cinema, Business Arabic; Iraqi dialect; Levantine dialect, Modern Political Arabic Thought; Modern Arabic Poetry, Modern Prose Narrative.

Research/Teaching Specialization: Teaching Language, Pedagogy, Language Assessment, Teaching with Technology

Dissertations/Theses Supervised in Past Five Years: 3

Distinctions: Member of the American Council on the Teaching for Foreign Languages, Member of the New York Council for Arabic Language Teachers, Fulbright Scholar, 2005; Member of the Iraqi Translation Association

ALLOUCHE, ADEL: Lecturer (Non-Tenured), Department of History, Appointed 1999

Education: Ph.D., University of Utah 1980; M.A., University of Utah, 1975; Certificat d'aptitude à la recherche en philosophie, University of Tunis, 1971; Licence ès-lettres en philosophie, University of Tunis, 1969

Academic Experience: ME Bibliographic Specialist (Arabic, Persian, & Ottoman materials), University of Pennsylvania, 1997-99; Lecturer, Department of History, Villanova University, 1995-96; Visiting Scholar, Department of History, Dartmouth College, 1994-95; Visiting Assistant Professor, Asian Studies Program/Department of History, Dartmouth College, 1991-94; Assistant Professor, Department of Oriental Studies, University of Pennsylvania, 1984-91; Lecturer, Department of Oriental Studies, University of Pennsylvania, 1982-84; Visiting Assistant Professor, ME Center, University of Utah, 1980-82

Overseas Experience: University of Tunis, Tunisia

Language(s): Arabic 5, French 5, Persian 3, Ottoman Turkish 3, German & European languages (reading)

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Middle East between Crusaders and Mongols; Mamluk Egypt; From Medina to Constantinople: The ME, 600-1517; Formation of the Islamic State to 750

Research/Teaching Specialization: Early & Medieval Islamic/ME History; Medieval North Africa; Caliphate; Mamluks, Ottomans, Safavids; Economic & social history; Pop Culture/Rel

Recent Publications: Entries "Ibn Battuta" and "Epidemics." In *Medieval Islamic Civilization: An Encyclopedia* (Edited by Josef Meri. New York: Routledge, 2005); "Arabian Religions" (In *The Encyclopedia of Religion*. Second Edition. Edited by Lindsay Jones. Vol. 1, pp. 442-446. Detroit: Macmillan Reference USA, 2005); *Books:* *Osmanlı-Safevî İlişkileri: Kökenleri ve Gelişimi*. Istanbul: Anka Yayınları (2001)

Distinctions: Grant for collaborative project at University of Pennsylvania, U.S. Department of Education, 1985-88; Summer grant, University of Pennsylvania Research Foundation, 1985; Grant, National Endowment for the Humanities, 1980-81; Dissertation Grant, Iran Amer Foundation, 1979; "Outstanding Graduate Student" Award, ME Center, University of Utah, 1973; Presidential Award for the Baccalaureat (Tunisia, 1965).

AMANAT, ABBAS: Professor (Tenured), Department of History, Appointed 1983

Education: D.Phil., Oxford University 1981; B.A., Tehran University 1971

Academic Experience: **Director, Yale Program in Iranian Studies;** Professor of Modern ME History, 1983-present; Chair, CMES, Yale, 1996-04

Overseas Experience: Research in Iran, Egypt, Turkey, Israel, Uzbekistan, United Kingdom, France, Germany and India; traveled widely in the Middle East, North Africa and South and Central Asia

Languages: Persian 5, Arabic (Modern Standard) 4, French 4

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Empire, Nationalism and Revolution in the Modern Middle East; Making of Modern Iran; The Middle East and the West: a Cultural Encounter; From the Great Game to the Great Satan; Narratives of Modern Iran; Myth and Memory in the Persian Book of Kings; Makers and Shakers of the Modern Middle East; Becoming the Middle East; Sources and Construction of Middle East History; Apocalypticism Ancient and Modern; Iran's Prophets of Protest

Research/Teaching Specialization: Modern Iran, History of Shi'ism; Modern ME, Islamic World

Recent Publications: *Iran: A Modern History*, Yale University Press, 2017; *Az Tehran ta 'Akka: Babiyan va Baha'iyān dar Asnad-e Dowran-e Qajar* (From Tehran to 'Akka: Babis and Baha'is in the Official Records of Qajar Iran), Ashkaar Publishers, 2016; *Iran Facing Others: Identity Boundaries in Historical Perspective*, Palgrave-MacMillan, 2012; *Is There a Middle East?: The Evolution of a Geopolitical Concept*, co-editor. Stanford University Press, 2011; *Apocalyptic Islam and Iranian Shi'ism*, IBTauris, London and New York, 2009; *In Search of Modern Iran: Authority, Memory and Nationhood, 1501-1989*, Yale University Press, 2012; *Shari'a: Islamic Law in the Contemporary Context*, co-editor. Stanford University Press, 2007; *Resurrection and Renewal: The Making of the Babi Movement in Iran*, 1989 & 2005; *Pivot of the Universe*, 1997 & 2008

Distinctions: Carnegie Scholar of Islamic Studies, 2005-07; John E. Sawyer Seminars Grant for Computational Study, "Millennialism," Mellon Foundation, 1998-01; Member of British Royal Academy; M.A. Honorary, Yale, 1992

ARONOW, PETER: Associate Professor (term), Department of Political Science, Appointed 2017

Education: Ph.D. Political Science, Yale University 2013; M.A., Political Science, Yale University 2013; B.E., Cooper Union 2008

Academic Experience: Associate Professor (term), Department of Political Science, Yale University, 2017-present; Assistant Professor, Department of Political Science, Yale University, 2014-2017

Percentage of Time Dedicated to Middle East Studies: 25 %

Middle East Studies Courses Taught: Political Economy of Foreign Aid – Undergraduate Seminar, 2014, 2015, 2016, 2017

Research/Teaching Specialization: Current research focuses on developing statistical theory and methods in non/traditional settings associated with field research

Recent Publications: *Foundations of Agnostic Statistics* (with Benjamin T. Miller). Cambridge University Press (forthcoming); "Identification of Homophily and Preferential Recruitment in Respondent-driven Sampling," (with Forrest W. Crawford et al.), *American Journal of Epidemiology* 187/1 (2018); "Adaptively Deploying and Evaluating Aid: an Integrated Approach," [Winner of the 2014 *Next Horizons Essay Contest*, held by the Global Development Network and the Bill and Melinda Gates Foundation]

Distinctions: Yale Junior Faculty Fellowship 2015-16; Leamer-Rosenthal Prize for Open Social Science, Emerging Researcher 2015

ATTRIDGE, HAROLD: Sterling Professor of Divinity (Tenured), Yale Divinity School, Appointed 1997
Education: Ph.D., Harvard 1975; M.A. Marshall Scholar, Cambridge University 1973; B.A. Cambridge University, 1969; A.B., Boston College, 1967
Academic Experience: Professor, Department of Theology, University of Notre Dame 1988-97; Associate Professor, Department of Theology, University of Notre Dame 1985-87; Associate Professor of New Testament, Southern Methodist University 1982-85; Assistant Professor of New Testament, Perkins School of Theology, 1977-82
Overseas Experience: United Kingdom; Israel (Hebrew University of Jerusalem, 1972-73); Italy (Pontifical Biblical Institute, Rome, 1982-83, Fall 2017); Australia (Trinity College, Melbourne, January-June 2013).
Outreach: “Theological and Religious Studies in North America,” in Rian Venter and Francois Tolmie, eds., *Transforming Theological Knowledge: Essays on Theology and the University after Apartheid*. Sun Press, 2013; “The Case for Judas, Continued,” *New York Review of Books*, May 2008
Language(s): Hebrew, Aramaic, Syriac, Coptic, Latin, Greek, German, French, Italian
Percentage of Time Dedicated to Middle East Studies: 10%
Middle East Studies Courses Taught: Readings in Hellenistic Judaism; Biblical Interpretation, Midrash & Theology; Philo of Alexandria (co-taught with Hindy Najman); Coptic Gnostic Literature;
Research/Teaching Specialization: New Testament Exegesis; Hellenistic Judaism; History of the Early Church
Recent Publications “Stoic and Platonic Reflections on Naming in Early Christian Circles: Or What’s in a Name,” in *From Stoicism to Platonism: The Development of Philosophy 100 BCE– 100 CE*, Cambridge University Press, 2017; “Paul and Pentheus: What’s in a Possible Allusion,” in *Delightful Acts: New Essays on Canonical and Non-Canonical Acts: In Memory of Richard I. Pervo*, Mohr Siebeck, 2017; “John, the Jews and Philosophy,” *John and Judaism*. SBL, 2017; “Jesus the Incarnate High Priest: Intracanonical Readings of Hebrews and John,” in Harold W. Attridge and Gabriella Gelardini, *Hebrews in Context*. Brill, 2016; “Josephus, Luke and the Uses of History,” *Perspectives in Religious Studies* 42 (2015); “Plato, Plutarch, and John: Three Symposia about Love,” in *Beyond the Gnostic Gospels: Studies Building on the Work of Elaine Pagels*. Mohr Siebeck, 2013; “Testament of Job,” “Philo the Epic Poet,” in *Lost Bible*. Jewish Publication Society, 2013; “Josephus,” “Nag Hammadi,” in *Encyclopedia of Ancient History*. Wiley-Blackwell, 2013; “How Priestly is the ‘High Priestly’ Prayer of John 17,” *CBQ*, 2013; “Creation and Sacred Space: The Reuse of Key Pentateuchal Themes in Philo, the Fourth Evangelist, and the Epistle to the Hebrews,” in *Pentateuchal Traditions in the Late Second Temple Period: Proceedings of the International Workshop in Tokyo, August 28-31, 2007*. Brill, 2012; “Melchizedek in some Early Christian Texts and 2 Enoch,” in *New Perspectives on 2 Enoch*. Brill, 2012; *Essays on John and Hebrews*. Mohr-Siebeck, 2010; “Jewish Encounter with Greek Religions,” in *The Eerdmans Dictionary of Early Judaism*. Eerdmans, 2010.
Dissertations/Theses Supervised in Past Five Years: 3
Distinctions: NEH Summer Research Stipend 1982; John Simon Guggenheim Fellowship 1983-84; Junior Fellow, Society of Fellows, Harvard 1974-1977

AZIZ, MUHAMMAD. Senior Lector in Arabic, Coordinator of the Arabic Program, Department of Near Eastern Languages and Civilizations, Appointed 2005

Education: Ph.D., University of Michigan 2004; M.A. Near Eastern Studies, University of Michigan, 1998; M.A. Center for Middle Eastern & North African Studies, University of Michigan, 1997; B.A., Sana'a University, Yemen, 1986.

Academic Experience: Lecturer of Arabic, Princeton University, 2004-05; Instructor of Arabic, University of Michigan, 1997-03; Instructor of Elementary English, Ministry of Education, Yemen, 1986-95.

Overseas Experience: Yemen: Sanaa University; Training in Arabic Syntax (Ibb-Yemen); Quran & Sufi Readings (Ibb-Yemen), Intermediate Arabic for Yale Summer Session program, Amman, Jordan.

Language(s): Arabic 5, English 5, French 1, Persian 1

Percentage of Time Dedicated to Middle East Studies: 80%

Middle East Studies Courses Taught: Modern Standard Arabic (all levels), Arabic Prose Narrative.

Research/Teaching Specialization: Modern Standard Arabic (all levels); **Arabic Narrative Prose, Modern Arab Writers, Modern Arabic Poetry (forthcoming).**

Recent Publications: (Books)(1) Religion and Mysticism in Early Islam: Theology, & Sufism in Yemen, I.B.Tauris, 2011; (2) Advanced Arabic Literary Reader, Routledge, 2016 (co-author); (3) Sufi Aspects in the Literary Thought of Najeeb Mahfouz (forthcoming in Arabic); (**Articles**)“A Short Survey of Sufism in Yemen from Inception to the 13th C,” AJISS (2009); Entries in *Encyclopedia of Islam* : “Ibn Alwân” & “Abû l-Ghayth Ibn Jamîl, (2008)”: the following in (Arabic) “Zuhd al-Rasûl” & “Zuhd al-Imam ‘Alî b. Abî Tâlib” (2008), Spiritual Thoughts in the Thought of Muhamamd Mutawalli Al-Sah'rawi (2017)

Distinctions: Certified ACTFL, OPI-Rater/Tester in Arabic, 2009, 2013, 2015; The Great Books of Islamic Civilization Prize, 1997; Professor Richard P. Mitchell Memorial Prize, 1996; Fulbright Fellowship (AMIDEAST), 1995-97, the Frederick W. Hilles Publication Fund of Yale University 2011.

BADEN, JOEL: Professor, Yale Divinity School, Appointed 2007

Education: Ph.D., Hebrew Bible, Harvard 2007; M.A., Northwest Semitics, University of Chicago 2002; B.A., Judaic Studies, Yale 1999

Academic Experience: Professor, Yale Divinity School, 2014–present; Associate Professor, Yale Divinity School, 2012–2014; Assistant Professor, Yale Divinity School, 2007–2012.

Outreach: Guest on NPR’s “On Point,” March 31, 2014; Interview with The Jewish Channel’s “Up Close,” January 24, 2014; “The Historical David.” Trinity Church, Boston, January 12, 2014; Radio interview with Interfaith Voices, November 1, 2013; Interview with Jonathan Merritt, Religion News Service, October 31, 2013; Radio interview with WBEZ, Chicago Public Radio, “Afternoon Shift,” October 18, 2013; Interview with the Boston Globe, November 17, 2013; Interview with the Huffington Post, December 6, 2013

Language(s): English 5, French 4, German 3, Hebrew 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Advanced Biblical Hebrew: Prose; Hebrew Exegesis: Genesis 1-11; Eng Exegesis: Book of Joshua; Adv Biblical Hebrew: Poetry; Reading Course: Hosea & the Pentateuch; Reading Course: Festival Calendars in the Hebrew Bible; Ancient Hebrew Inscriptions; Composition of the Pentateuch; Reading Course: Lamentations; History and Methods of Old Testament Interpretation; Reading Course: Numbers; Hebrew Exegesis: Leviticus

Research/Teaching Specialization: Pentateuchal & Deuteronomistic composition and redaction; Source criticism and methods of reading biblical text; Biblical Hebrew; disability theory.

Recent Publications: *Bible Nation: The United States of Hobby Lobby* (with Candida Moss), Princeton University Press, 2017; *Recovering Infertility: Biblical Perspectives on Procreation and Childlessness* (with Candida Moss), Princeton University Press, 2015; *The Historical David: The Real Life of An Invented Hero*. San Francisco: HarperOne, 2013; *The Promise to the Patriarchs*. New York: Oxford University Press, 2013; “The Structure and Substance of Numbers 15.” *Vetus Testamentum*, 2013; *The Composition of the Pentateuch: Renewing the Documentary Hypothesis*. Anchor Yale Bible Reference Library. New Haven: Yale University Press, 2012; “From Joseph to Moses: The Narratives of Exodus 1–2.” *Vetus Testamentum*, 2012; “The Continuity of the Non-Priestly Narrative from Genesis to Exodus.” *Biblica*, 2012; “On Exodus 33:1–11.” *Zeitschrift für die alttestamentliche Wissenschaft*, 2012; “Hithpaal and Niphal in Biblical Hebrew: Semantic and Morphological Overlap” *Vetus Testamentum* (2010); “The Tower of Babel: A Case Study in the Competing Methods of Historical & Modern Literary Criticism,” *Journal of Biblical Lit* (2009)

Distinctions: Junior Faculty Fellow Whitney Humanities Center, Yale University, 2012–13; Graduate Dissertation Completion Fellowship, Harvard, 2006-07; Nebel Grad Fellowship, Harvard, 2006-07

BAJWA, OMER: Coordinator of Muslim Life (Non-Tenured), Chaplain’s Office, Yale University, Appointed 2008

Education: Graduate Certificate in Islamic Chaplaincy, Hartford Seminary 2010; M.A., Arabic and Islamic Studies, Department of Near Eastern Studies, Cornell University 2006; M.S. Communications, Cornell University 2003; B.A. English Literature and Rhetoric, *Magna cum laude*, Binghamton University 1998

Academic Experience: Ex-Officio Board Member, Council on Middle Eastern Studies, Yale University, 2009–Present; Principal, al-Rumman School, Ithaca, NY, weekend Islamic school, 2007–08; Member, Curriculum Committee, American Learning Institute for Muslims (ALIM) Summer Program, 2007–Present

Outreach: Board Member, Interfaith Cooperative Ministries, Greater New Haven CT, 2010–Present; Board Member, Masjid al-Islam, New Haven CT, 2010–Present

Percentage of Time Dedicated to Middle East Studies: 50%

Research/Teaching Specialization: Islam in the US, Interfaith activities, Islam and the Global Media, Transnational Religion and Intellectual Networks

Distinctions: Phi Beta Kappa Honor Society; Phi Eta Sigma Honor Society; Golden Key National Honor Society

BEELEY, CHRISTOPHER: Associate Professor (Tenured), Yale Divinity School, Appointed 2003

Education: Ph.D. University of Notre Dame, 2002; M.Div. Yale Divinity School, 1994; B.A. Washington & Lee University, 1990

Academic Experience: Walter H. Gray Associate Professor of Anglican Studies and Patristics, Yale Divinity School/Berkeley Divinity School 2009, Assistant Professor, Department of Religious Studies, 2011-; Visiting Assistant Professor, Yale Divinity School/Berkeley Divinity School 2002-03; Visiting Instructor in Historical Theology, Washington & Lee University 2001-02

Overseas Experience: Istanbul and Cappadocia, Turkey, Aug. 2008

Outreach: Baccalaureate address, Washington and Lee University, May 2011; “Christian Leadership: Wisdom from the Early Church.” Keynote Speaker, Triennial Clergy Conference, Keble College, University of Oxford. January 2011; “Patristic Pastoral Theology: Ministry and Holiness.” Plenary Address, Episcopal Society of Catholic Priests, New Haven, CT, November 2009

Language(s): Ancient Greek 5, Latin 4, German 5, French 4, Spanish 3, Italian 2

Percentage of Time Dedicated to Middle East Studies: 80%

Middle East Studies Courses Taught: History of Christian Theology to 451; Patristic Christology; Augustine of Hippo

Research/Teaching Specialization: Early Christian theology; Biblical Interpretation; Classical Anglicanism; Spirituality; late-ancient

Recent Publications: *The Unity of Christ: Continuity and Conflict in Patristic Tradition*. New Haven and London: Yale University Press, 2012; *Leading God's People: Wisdom from the Early Church for Today*. Grand Rapids, MI: Eerdmans Publishing, 2012; *Gregory of Nazianzus on the Trinity and the Knowledge of God: In Your Light We Shall See Light*. Oxford Studies in Historical Theology. Oxford and New York: Oxford University Press, 2008.

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Tuition Scholarship for Academics, American Psychoanalytical Association, 2012-13; Griswold Faculty Research Grant (Whitney Humanities Center), Yale, 2009-11; John Templeton Award for Theological Promise 2010; Jessie Ball DuPont Faculty Development Grant 2009-10; Stavros Niarchos Faculty Research Grant, Yale Hellenic Studies Program 2008; Pastoral Leadership Grant, The Louisville Institute 2007-08.

BENHABIB, SEYLA: Eugene Meyer Professor of Political Science and Professor of Political Science & Philosophy and Senior Research Scientist Yale Law School

Education: Ph.D. Yale University, 1977; B.A., Brandeis University 1972; B.A. American College for Girls, Istanbul, 1970

Academic Experience: Director of the Program in Ethics, Politics and Economics, 2002-2008; Member of the American Academy of Arts and Science, 1996; the Gauss Lectures (Princeton, 1998); the Spinoza Chair for distinguished visitors (Amsterdam, 2001); the John Seeley Memorial Lectures (Cambridge, 2002), the Tanner Lectures (Berkeley, 2004); The Catedra Ferrater Mora Distinguished Professor in Girona, Spain (Summer 2005).

Overseas Experience:

Outreach: President of the Eastern Division of the American Philosophical Association, 2006-2007; Member of American Philosophical Association (APA) and the American Political Science Association; President of the APA in 2006-2007, Program Committee of APA (Eastern Division, 1986-1989). Member of the Editorial Council of the American Political Science Association (2007-2010); Chair of David Easton Award Committee (2005); and Normative Political Theory Section Chair in 1992 Executive Committee Member of the Conference for the Study of Political Thought (1989-1992), Advisory Program Committee of the Society for Phenomenology and Existentialism (1987-1988).

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Border, Cultures & Citizenship

Research/Teaching Specializations: 19th and 20th Century European Social and Political Thought, particularly German Idealism and the work of Hegel, Marx, Weber and Arendt; Ethics, Contemporary Democratic and Citizenship Theories.

Recent Publications: Dignity in Adversity: Human Rights in Troubled Times, (2011); Politics in Dark Times: Encounters with Hannah Arendt, (2010); Another Cosmopolitanism (*Oxford University Press*, 2006); The Rights of Others (*Cambridge University Press*, 2004); The Reluctant Modernism of Hannah Arendt (*Rowman and Littlefield*, 2003); The Claims of Culture (*Princeton University Press*, 2002); Democracy and Difference (*Princeton University Press*, 1996); Situating the Self: Gender, Community and Postmodernism in Contemporary Ethics (*Routledge*, 1992); Feminist Contentions: A Philosophical Exchange (with [Judith Butler](#), [Nancy Fraser](#), and Drucilla Cornell, *Critique, Norm and Utopia. A Study of the Foundations of Critical Theory* (*Columbia University Press*, 1986)

Distinctions: Honorary Doctorate of Human Letters, Georgetown University, 2014; Dr. Leopold-Lucas Prize, 2012; Fellow at the *Wissenschaftskolleg* in Berlin, 2009; Fellow at NYU Straus Institute, 2012; Ernst Bloch Prize, 2009; Leopold Lucas Prize, 2012; Honorary Degree, Humanistic University in Utrecht, 2004; Guggenheim Fellow, 2010 11; Meister Eckhart Prize of the Identity Foundation and the University of Cologne, 2014

BÖWERING, GERHARD: Professor of Islamic Studies (Tenured), Dept. of Religious Studies, Appointed 1984
Education: Ph.D. McGill University 1975; Th.L., M.A., Université de Montréal, 1971; Ph.L. Philosophische Hochschule Pullach-Munich, Germany 1964; B.A., Deutsches Gymnasium, Würzburg, Germany, 1959
Academic Experience: Professor of Religious Studies, Yale University, 1984-Present; Chair, Council on Middle East Studies, Yale University, 1985-95; Associate Professor of Islamic Religion, University of Pennsylvania, 1980-84; Assistant Professor of Religious Studies, University of Pennsylvania, 1975-80; Visiting Professor, Department of Near Eastern Studies, Princeton University, 1983
Overseas Experience: Diploma in Islamic Studies, Panjab University, Lahore, Pakistan; Urdu language study, Lahore, Pakistan; Arabic language study, Cairo, Egypt; Arabic Manuscript Research in Istanbul, Turkey; Alexandria, Egypt; Teheran, Iran; and Rabat, Morocco
Outreach: Lectures at universities in Shanghai, China; Islamabad, Pakistan; Moscow, Russia; Vienna, Austria; Nürnberg-Erlangen, Germany; Tehran, Iran; Ohio University, Youngstown
Language(s): Classical Arabic; Colloquial Egyptian, Persian, Urdu, French, German, Spanish, Greek, Latin
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: The Religion of Islam; Islamic Religious History (600-1500); Muhammad and the Qur'an; Seminar on the Qur'an and its Interpretation; Seminar in Islamic Religious Thought; Seminar in Islamic Tradition and Sufism
Research/Teaching Specialization: Classical Islam; Sufism; Qur'anic Studies
Recent Publications: A Qur'an Commentary by Ibn Barrajan of Seville, d. 536/1141, "Idah al-hikma bi ahkam al'ibra: Wisdom Deciphered, The Unseen Discovered, (co-edited), Leiden-Boston, 2016; "Islamic Political Thought," *Princeton University Press*, 2015; "The Interpretation of the Arabic Letters in Early Sufism," *Cambridge Colloquium on the Esoteric Interpretation of the Qur'an* (ed. A. Keeler), London, Institute of Isma'ili Studies, 2014; "The Search for Truth: Ghazali in the Perspective of His Mysticism," Osnabrück University, Germany (forthcoming 2014); "Ibn al-'Arabi's Concept of Time," *Ishraq: Islamic Philosophy Yearbook*, 2012; *The Princeton Encyclopedia of Islamic Political Thought* (EIPT), Editor-in-Chief, Princeton University Press, 2013; *The Comfort of the Mystics: A Handbook and Anthology of Sufism* (critical Arabic text edition and analysis, co-authored with Bilal Orfali) Brill, Leiden, 2013; *Sufi Inquiries and Interpretations of Abū 'Abd al-Rahmān al-Sulamī* (Arabic text edition, introduction and notes; co-authored with Bilal Orfali), Beirut: Dar el-Machreq, 2010;
Dissertations/Theses Supervised in Past Five Years: 15
Distinctions: Guggenheim Fellowship, 2005-2006; Member, American Philosophical Society, 1994-present; Member, American Oriental Society, 1975-present; Visiting Fellow, Institute for Advanced Study, Princeton, Spring 2006; Visiting Mellon Professor, Institute for Advanced Study, Princeton, 1991-1992; Henry Allen Moe Prize in the Humanities, APS 1997

BOYACI, ISRAFIL: Lector of Turkish, NELC, Appointed 2016

Education: Ph.D. candidate in Economics at Bogazici University of Turkey; M.A. in Economics from Boğaziçi, University in Turkey; Certificate in Pedagogy, Istanbul Commerce University; Fox International Fellow, Yale University 2017

Academic Experience: Lector of Turkish, NELC,

Language(s): Turkish, English

Research/Teaching Specialization: Teaching and research experiences at different levels, and he has been actively taking responsibilities in organizing academic and social events. Most recently, he served as a lead instructor at Yale Young Global Scholar program during summer 2017

BRACKEN, PAUL: Professor (Tenured), Yale School of Management, Appointed 1983

Education: PhD, Yale 1982; B.S. Columbia, 1971

Experience Prior to Yale: Senior staff of the Hudson Institute 1973-83;

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: International Experience: Middle East (lead student trip with visits to corporations and Sovereign Wealth Funds in Qatar, UAE, Oman); The Global Corporation; Strategy, Technology and War

Research/Teaching Specialization: Sovereign Wealth Funds; Business, Government and Globalization; International Security

Recent Publications: *The Second Nuclear Age, Strategy, Danger, and the New Power Politics*, Times Books, 2012; “Scholars and Security,” *Perspectives on Politics*, 2010; *Managing Strategic Surprise: Lessons from Risk Assessment and Risk Management* (co-edited.), Cambridge University Press, 2008; “Futurizing Business Education,” *The Futurist*, 2008; “Financial Warfare,” *Orbis*, 2007; “Managing to Fail, Why Strategy is Disjointed” *The American Interest*, 2007;

Distinctions: Named by Princeton Review one of *The Best 300 Professors in the United States*, 2012; Member of the Council on Foreign Relations; Served on the Chief of Naval Operations Executive Panel, and Board of Advisors of the U.S. Naval War College and the Naval Postgraduate School.

BREUER, EDWARD: Visiting Professor, Yale University 2016-17; Senior Research Associate, Department of History and Contemporary Jewry, The Hebrew University of Jerusalem

Education: Ph.D., Harvard University;

Academic Experience: Professor, Loyola University; University of Pennsylvania;

Overseas Experience: Israel

Language(s): Hebrew

Percentage of Time Dedicated to Middle East Studies: 25%

Research/Teaching Specializations: Eighteenth and nineteenth century Jewish intellectual History in Central and Western Europe; the German-Jewish Enlightenment, and most especially on the writings of Moses Mendelssohn; on the rise of Wissenschaft des Judentums and the Reform movement; and on the study of the Bible, particularly Biblical Criticism, in the modern era

Recent Publications: *The Limits of Enlightenment: Jews, Germans and the 18th Century Study of Scripture*; Moses Mendelssohn’s Hebrew Writings (with D. Sorkin), Yale University Press 2018

BRITTON, KARLA: Lecturer (Non-Tenured), School of Architecture, Appointed 2003

Education: Ph.D., Graduate School of Design, Harvard, 1997; M.A., Columbia University 1989; B.A., University of Colorado, Boulder, 1985

Academic Experience: Adjunct Associate Professor Columbia University's Graduate School of Architecture, Planning & Preservation, 2001-03; Adjunct Associate Professor Columbia University, 1996-01; Teach Fellow, Harvard, 1991-93

Overseas Experience: France (7 years, with Columbia University 1996-2003); Cairo (with students from Yale University, March 2009); Teacher of English literature & creative writing, American International School, Florence, Italy, 1987-88

Language(s): Flemish 3; Italian 3; French 3

Percentage of Time Dedicated to Middle East Studies: 40%

Middle East Studies Courses Taught: Architecture & Religion; Reading Course: Modern Sacred Architecture; Religion and Modern Architecture

Research/Teaching Specialization: Alternative modernisms, Architecture; current research addresses modern sacred architecture in the non-Western World

Recent Publications: *Constructing the Ineffable: Contemporary Sacred Architecture*, Yale School of Architecture, 2011; *Hawaiian Modern: The Architecture of Vladimir Ossipoff* (co-authored) Yale University Press 2008; "Introduction," *Alexandros Tombazis' Church of the Holy Trinity, Fatima* (2010); Various entries in *The Oxford Companion to Architecture* (2009); "Auguste Perret" in *Cambridge Encyclopedia of Religious Architecture* (2010)

Dissertations/Theses Supervised in Past Five Years: 7-14 per year due to teaching Methods & Research Colloquia

Distinctions: Harvard University Grant for Dissertation Completion, 1995-96; The Lurcy Fellowship for study & research in France, Harvard, 1993-94

BSHEER, ROSIE: Assistant Professor (Non-Tenured), Department of History, Appointed 2014

Education: Ph.D., Columbia University 2014; M.A., Columbia University 2011; MA., Columbia University 2006; BS., Johnson and Wales University 2000

Academic Experience: Visiting Assistant Professor of History, Swarthmore College 2013-2014; Teaching Scholar, Columbia University 2012

Overseas Experience: Saudi Arabia, Turkey, Lebanon, Iraq

Outreach: Co-Editor, *Jadaliyya*, 2010-Present; Associate Editor, *Tadween*, 2013-Present; Producer/Co-Director, *Notes on the War*, 2006-2008; Associate Producer and Translator, *My Country, My Country*, 2005-2006; Political Consultant and Translator, C&O, 2003-2009

Language(s): English, Arabic, French, Turkish

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Oil and Empire; Social and Intellectual Movements; **Gulf Petro-modernity: History, Politics, Society;** Making of the Modern Middle East.

Research/Teaching Specialization: Political, Cultural and Intellectual History of modern Middle East (1700-present); Ottoman Arabia; Social Movements; Oil and Empire; Petro-capitalism; Urban Studies; Historiography; Archive Theory; Social Theory; Comparative Colonialism.

Recent Publications: “A Counterrevolutionary State: Popular Movements and the Making of Saudi Arabia,” Past and Present; “Heritage as War,” special issue Cultural Heritage in Crisis, *International Journal of Middle East Studies* 49 (4) November 2017; *The Dawn of the Arab Uprisings: End of An Old Order?* Co-edited with Bassam Haddad and Ziad Abu-Rish. Pluto Press, 2012; *Theorizing the Arabian Peninsula* (co-editor). Tadween Publishing, 2013. “Teaching the Nation: State and Citizen in Saudi Arabian History Textbooks,” under review at *Arab Studies Journal*. Book review: *Politics and Society in Saudi Arabia: The Crucial Years of Development, 1960–1980*. Sarah Yizraeli (Columbia University Press, 2012). *International Journal of Middle East Studies*, 2014.

Distinctions: Poorvu Award for Interdisciplinary Teaching 2017-18; Faculty Development Research Award 2017-2020; Mellon-ACLS Dissertation Completion Fellowship; Whiting Dissertation Writing Fellowship; SSRC International Dissertation Research Fellowship; CU Graduate School of Arts and Science International Travel Research Fellowship Dissertation Fieldwork; Shawn Summer Research Fellowship

BURGER, RICHARD: Professor of Anthropology, Director of Graduate Studies in Archaeology
Education: Ph. D., UC Berkeley, 1978; M.A. UC Berkeley, 1975; B.A. in Archaeology, Yale University, 1972;
Academic Experience: Chairman of the Anthropology Department at Yale University; Council for Archaeological Studies, Yale University; Director of the Peabody Museum of Natural History, 1995-2002; Curator in the Division of Anthropology at the Peabody Museum; Professor at San Marcos University in Peru; Professor at the Catholic University in Lima, Peru; Honorary Faculty Member at the University of Cuzco and University of Iquitos in Peru; Senior Chair of Fellow of Pre-Columbian Studies at Dumbarton Oaks, Washington D.C.; President of the Institute of Andean Research
Overseas Experience: Peru
Language(s): English, Spanish
Percentage of Time Dedicated to Middle East Studies: 25 %
Middle East Studies Courses Taught: Early Complex Societies
Research/Teaching Specializations: Emergences of civilization in the Central Andes, south American prehistory
Recent Publications: Linking the archaeological and environmental legacy of ancient Andean mercury mining and pollution using mercury isotopes (with others), *Environmental Science and Technology*, 2013; n the Realm of the Incas: An Archaeological Reconsideration of Household Exchange, Long-distance Trade, and Marketplaces in the Pre-Hispanic Andes, *In Merchants, Markets and Exchange in the Pre-Columbian World*, edited by Kenneth Hirth and Joanne Pillsbury, 2013; Central Andean Language Expansion and the Chavín Sphere of Interaction. *In Archaeology and Language in the Andes: A Cross-disciplinary Exploration of Prehistory*, edited by Paul Heggarty and David Beresford-Jones, 2012; .The Construction of Values during the Peruvian Formative. *In The Construction of Value in the Ancient World*, edited by John K. Papadopoulos and Gary Urton, 2012; Monumental Public Complexes and Agricultural Expansion on Peru's Central Coast during the 2nd Millennium BC with Lucy Salazar). *In Early New World Monumentality* (edited with Robert M. Rosenswig), 2012

CANDAS, AYSEN: Visiting Associate Professor (Tenured), Council on Middle East Studies, Appointed 2017; Associate Professor, Bogazici University, Istanbul
Education: PhD, Political Science, Columbia University, 2005; B.A & M.A., Bogazici University
Academic Experience: Columbia University Teaching Assistant; Full-time faculty at Bogazici University
Field or Overseas Experience: TURKEY, various research projects and field studies in Turkey
Language(s): Turkish, native speaker, German, French (beginning level)
Percentage Time Devoted to ME or African Studies: 100
 Selected Courses taught pertaining to the region: Turkish Politics; Gender and Social Policy in Turkey
Research/Teaching Specializations: Turkish Politics, Human Rights and Turkish Constitutional Law, History of Political Thought, Democratic Theory Social Justice and Social Policy
Recent Publications: 2018 (forthcoming) "Revisiting Regime Types, Lessons to Be Derived from Turkey's Advanced Populism," Conference proceedings from "Conference of Crisis of Democracy Conference," Yale University; 2018 (August 2018, forthcoming) *Feminist Advocacy, Family Law and Violence Against Women: International Perspectives*, International Development Research Centre (IDRC) and Routledge (UN Women's Learning Partnership Family Law Reform to Challenge Gender-Based Violence workshop, Country Report on Turkey); 2015 "Struggles Imposed by the New Hierarchical Citizenship Regime on Marginalized Groups and the LGBTI Movement" in Murat Köylü eds, *Situation of LGBTI Rights in Turkey and Recommendations*, Kaos Gay and Lesbian Cultural Research and Solidarity Association (Kaos GL): Ankara, 37-44; 2014 "Democratization Package Evaluated with the Independent Criteria Prevalent in Democracies" Perspectives – Political Analysis and Commentary from Turkey (7): 36-40; 2014 "Quietly Reverting Public Matters into Private Troubles: Gendered and Class-Based Consequences of Care Policies in Turkey" (with Yildiz Silier) *Social Politics: International Studies in Gender, State & Society* (21)1:103-123; 2013 "The Paradox of Equality: Subjective Attitudes towards Basic Rights in Turkey" (with Hakan Yilmaz) in Carmen Rodriguez, Antonio Avalos, Hakan Yilmaz and Ana I. Planet, eds, *Turkey's Democracy and Democratization Process*, (London:Routledge)

CANGIANO, VINCENT: Program Coordinator of Directed Independent Language Study (DILS) and Fields, Yale Center for Language Study (CLS), Appointed 2017

Education: B.A. 1987, Yale College; M.A. 1992, Hunter College; M.S. 2009, Southern Connecticut State University

Academic Experience: Positions held at the CLS 2000-2012, Acting Director for Specialized and Interdisciplinary Programs, Technology Projects Manager, and Language Technology Specialist; Staff Counselor, University of New Haven, 2012-2016

Language(s): ESL instructor, Spanish, Italian, American Sign Language

CHANDA, GEETANJALI SINGH: Senior Lecturer (Non-Tenured), Department of Women's, Gender, and Sexuality Studies, Appointed 2002

Education: PhD, English Literature, Hong Kong University 1998; M.A. George Washington University 1986; Senior Diploma in teaching French as a second language, Sorbonne University 1974; B.A. University of Delhi 1971

Academic Experience: Women's, Gender & Sexuality Studies Program, Yale, 2002-present; Young India Fellowship Program, Delhi (India) 2013; Program in American Studies, University of Hong Kong, 1997-01; English Department, University of Hong Kong, 1992-95; Gettysburg College, Gettysburg, Penn, 1988-91

Overseas Experience: Visiting Lecturer, Sun Yat-sen University, China, 2006; Visiting Lecturer, University of Hong Kong, 2006; Visiting Faculty - International Foundation for Research & Education. Young India Fellowship Programme (India) 2013.

Outreach Experience: Judge for Hindi debate 2008-14; Committee for the Yale College Public Service Research Grant and the Cohen Summer Public Service Fellowship 2014; Asia Fellowships selection committee 2011-12; Editor, WGSS Newsletter (bi-annual) 2010 – present; WGSS Curricular Development Committee 2013; Chair Advisory Board, Asian American Culture Center 2005-08, 2014; Chair WGSS Speakers Series, Organizing Committee 2006-09; Film Study Center Advisory Committee 2007-08;

Language(s): English 5, French 4, Hindi 4, Punjabi (spoken) 3, Bengali (spoken) 2

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Constructing the Self: From Autobiography to Facebook

Research/Teaching Specialization: Popular culture; Cultural identity; Globalization; International feminisms; Postcolonial India; Trans-cultural pedagogy, Masculinities

Recent Publications: "Weaving a world: Contemporary writings by and about Women," *Sikh Formations* 13 (2017); "The Unbearable Heaviness of Being: Diaspora Sikh Women's Memoirs" *Sikh Formations: Religion, Culture, Theory*, 2014; "Sikh Children's Literature in the Diaspora" in *Sikh Diaspora: Theory, Agency, and Experience*. 2013; "The Urban Apartment as 'Womanspace': Negotiation Class and Gender in Indian English Novels." *South Asian Review*, 2009; "Sikh Masculinity, Religion, and Diaspora in Shauna Singh Baldwin's *English Lessons and Other Stories*" *Men and Masculinities*. Sage Publications, 2009; *Indian Women in the House of Fiction*. Zubaan Books, Delhi, 2008; 2nd edition, 2014

Dissertations/Theses Supervised in Past Five Years: 4

Distinctions: Travel grant, South Asian Studies for American Association of Religions Conference, Chicago, 2012; Travel grant, South Asian Studies for Syddansk University of Southern Denmark, 2011; Travel grant, WGSS, University of Toronto, Ontario, Canada, 2011; Travel grant, International Sacred Arts Festival, Delhi, 2009

COLE, PETER: Horace W. Goldsmith Senior Lecturer of Judaic Studies and Comparative Literature. Appointed 2006

Education: William College and Hampshire College

Academic Experience: Senior Lecturer in Judaic Studies and Comparative Literature, Yale University, 2006-present

Outreach:

Languages(s): English, Hebrew, Arabic

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: Spring courses in Judaic Studies and Comparative Literature.

Research/Teaching Specialization: Medieval and Modern Hebrew Poetry; Translation; Jewish Poetry through the Ages

Recent Publications: *Hymns & Qualms: New and Selected Poems and Translations*, Farrar, Strauss and Giroux 2017; *The Poetry of Kabbalah: Mystical Verse from the Jewish Tradition*, Yale University Press 2012, Paperback 2014; *Sacred Trash: The Lost and Found World of the Cairo Geniza* [with Adina Hoffman], Schocken 2011, Reprint Edition 2016; *The Dream of the Poem: Hebrew Poetry from Muslim and Christian Spain, 950-1492*, Princeton University Press 2007

Distinctions: Fellowships from National Endowment for the Arts, National Endowment for the Humanities, Guggenheim Foundation, MacArthur Foundation

COLLINS, JOHN J.: Holmes Professor of Old Testament Criticism & Interpretation (Tenured), Yale Divinity School, Appointed 2000

Education: Ph.D. Harvard 1972; M.A. University College Dublin, 1969; B.A. University College Dublin, 1967

Academic Experience: Visiting Professor, Pontifical Biblical Institute, Rome, 2016; Professor of Hebrew Bible, University of Chicago Divinity School 1991-00; Professor of Theology, University of Notre Dame, 1985-91; Professor of Religious Studies DePaul University 1982-85; Associate Professor of Religious Studies, DePaul University 1978-82; Associate/Assistant Professor of Scripture, St. Mary of the Lake Seminary 1973-78; Assistant Professor of Scripture, University College Dublin, Lecturer in Semitic Languages 1972-1973

Outreach: “What Have We Learned from the Dead Sea Scrolls.” *Huffington Post*, Oct 22, 2012. Lecture on “The Dead Sea Scrolls and Christianity,” Franklin Institute, Philadelphia, October 11, 2012; “The Vision of Gabriel,” *Yale Alumni Magazine*, Sept./Oct. 2008.

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: 2nd Temple Seminar: Formation of Authoritative Literature; O.T. Interpretation; The Messiah: The Development of a Biblical Idea; Advanced Biblical Hebrew: Poetry; Jewish Apocalyptic Literature; Ezra & Nehemiah; Hellenistic Judaism

Research/Teaching Specialization: Apocalypticism; Hellenistic Judaism; Dead Sea Scrolls

Recent Publications: *Torah and Jewish Identity in the Second Temple Period*, University of California, 2017; *The Apocalyptic Imagination*, Eerdmans, 2016; *Apocalypse, Prophecy, and Pseudepigraphy: Essays on Jewish Apocalyptic Literature*, Grand Rapids: Eerdmans, 2016; “The ‘apocryphal’ Old Testament,” in James Carleton Paget and Joachim Schaper, ed., *The New Cambridge History of the Bible*. Cambridge University Press, 2013; “The Dead Sea Scrolls,” *Historically Speaking* 2013; *The Dead Sea Scrolls. A Biography*. Princeton: Princeton University Press, 2012; *Beyond the Qumran Community: The Sectarian Movement of the Dead Sea Scrolls*. Eerdmans, 2010; *King and Messiah as Son of God* co-authored with Adela Yarbro Collins. Eerdmans, 2008; *A Short Introduction to the Hebrew Bible*. Fortress Press, 2007.

Dissertations/Theses Supervised in Past Five Years: 4

Distinctions: D.THEOL (Hon), University of Zurich, 2015; D. LITT (Hon) University College Dublin 2009; Luce Fellowship, 2000-01; NEH Fellowship, 1987-88.

CONNOLLY, THOMAS: Assistant Professor, Department of French, Appointed 2013

Education: Ph.D., Comparative Literature, Harvard University, 2012; Maîtrise & DEA, Paris IV – La Sorbonne; B.A. Modern Languages, University of Oxford, 2002

Academic Experience: Assistant Professor of French, Yale University; Director of Undergraduate Studies in French, Yale University

Overseas Experience: Jerusalem

Language(s): French, German, Hebrew, Arabic

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: North African Poetry in French

Research/Teaching Specialization: Nineteenth and twentieth century French poetry, and intersections with German, Hebrew, and Arabic literature; philosophy; visual arts

Recent Publications: *Poetics of the Unfinished: Illuminating Paul Celan's Eingedunkelt* (current project); "Rimbaud islamique? Le vertige artificiel de Fleurs," *Parade sauvage—Revue d'études rimbaldiennes* 28 (2017); "Splendides et salomoniques: On Temples in Mallarmé," *French Studies Bulletin* 37 (2016)

CRESWELL, ROBYN: Assistant Professor (Non-Tenured), Department of Comparative Literature, Appointed 2014

Education: Ph.D., New York University 2012; M.A., New York University 2005; B.A., Brown University 1999

Academic Experience: Assistant Professor, Brown University 2011-2014

Overseas Experience: France, Egypt, Lebanon

Outreach: Poetry Editor, *The Paris Review*, 2010 – present; "Hearing Voices," *The New Yorker*, December 18, 2017; "The Seal of the Poets," *The New York Review of Books*, October 26, 2017; "The Art of Fiction: Elias Khoury," *The Paris Review*, no.220 (Spring 2017); "Is Arabic Untranslatable?" *Public Culture* (28:3, Fall 2016, 447-456); The Return, by Hisham Matar, *The New York Times Book Review*, July 5, 2016.

Languages: French, Arabic, Spanish

Percentage of Time Dedicated to Middle East Studies: 40 %

Middle East Studies Courses Taught: Literature at the Limit: Palestinian and Israeli Literature (w/Hanan Hever); Modern Arabic Literature; Poetry and Decolonization; Sexuality and Desire in Arabic Literature; Readings in Elegiac Poetry from the Western and Near Eastern Tradition; Comparative Modernisms

Research/Teaching Specialization: Modernist poetry and poetics in Arabic, French, and English; the theory and practice of translation; twentieth century American poetry

Recent Publications: Translations: *The Tongue of Adam*, Abdelfattah Kilito, New Directions, 2016 (from the French); "Crise de vers: Adonis' Diwan and the Institution of Modernism," *Modernism/Modernity*, 2010; Translations: *That Smell and Notes from Prison*, Sonallah Ibrahim, New Directions 2013 (from the Arabic); *The Clash of Images*, Abdelfattah Kilito, New Directions, 2010 (from the French).

Distinctions: Berlin Prize, 2016; Roger Shattuck Prize for Criticism, 2013; Humanities Initiative Grant, Brown University, 2012; Cullman Center Fellowship, New York Public Library, 2011-2012; Mellon/ACLS Dissertation Completion Fellowship, 2009-2010; PEN Translation Fund Grant, 2009; MacDowell Colony Fellowship, 2008-2009; UCross Foundation Residency, 2009; Center for Arabic Study Abroad, CASA Fellowship, 2001, 2002, 2005; Andrew W. Mellon Fellowship in Humanistic Studies, 2003-2004; Alfred Bennet Prize in Comparative Literature, Brown University, 1999

CUMMING, JOSEPH: Associate, Chaplain's Office, Yale, Appointed 2005

Education: Ph.D. candidate, Islamic Studies and Christian Theology, Yale University; M.A., /MPhil, Yale University; M.Div. Cross-Cultural Studies, Fuller Theological Seminary; B.A. Religion, Princeton University, 1982

Academic Experience: Instructor, Islamic Studies, Fuller Theological Seminary

Overseas Experience: Islamic Republic of Mauritania; Morocco, Egypt, Israel, Palestinian Territories, Yemen, Mali, Senegal, Asia

Outreach: Pastor, International Church at Yale; International Director of Doulos Community, Islamic Republic of Mauritania

Language(s): English 5, Arabic 5; Hassaniyya (Araic dialect) 5; French 5; German 4; Spanish 2.5; Biblical Greek 2.5; Biblical Hebrew 2; Latin 2; Syriac 2; Biblical Aramaic 2; Pulaar 2; Italian 2; Dutch 2

Percentage of Time Dedicated to Middle East Studies: 50%

Research/Teaching Specialization: Qur'an (tafsir), Islamic Theology (kalam), Christian Theology, Cross-Cultural Dialogue

Recent Publications: "Is Jesus Christ the Son of God?" *Enrichment Journal*, Summer 2012; "Christians, Muslims and the Responsible Exercise of Freedom," in *Christian Today Australia*, July 2011; "Christian Terrorism in Norway?" *Yale Divinity School Notes from the Quad*, July 2011

Distinctions: President, National Federation of NGOs in Mauritania

DACCACHE, JIMMY: Lector, Department of Religious Studies, Appointed 2016 (non_Tenured)

Education: Ph.D. & M.A. degrees in History at the Sorbonne Paris IV; B.A. degree in Archaeology at the Lebanese University

Academic Experience: Lecturer in Ancient Near Eastern epigraphy at the École Normale Supérieure, Paris, France in 2013. Lector in Syriac (first level) at the École des Langues et Civilisations de l'Orient Ancien, Institut Catholique de Paris, France, and the École Normale Supérieure, Paris, France (2013-2016); Lector in intermediate Syriac at the École Normale Supérieure, Paris, France (2015-2016); Lector in Phoenician and Aramaic Epigraphy at the École du Louvre, Paris, France (2015-2016)

Field or Overseas Experience: Ancient Near Eastern Civilizations; Academic and Research experience in Paris, France (2005-2016)

Language(s): Arabic and French

Percentage Time Devote to ME Studies: 100 %

Selected Courses taught pertaining to the region: Syriac literature, Ugaritic literature, and Northwest Semitic Epigraphy (Phoenician, Aramaic, Hebrew, Moabite, etc.)

Research/Teaching Specializations: Ancient Near Eastern Civilizations (3rd millennium BCE-1st millennium CE)

Recent Publications: "Milkiyaton et Rašap : une relation stratégique", *Semitica et Classica* 7, 2014, p. 77-95; "Notes d'épigraphie et de philologie phéniciennes. 1", *Semitica et Classica* 7, 2014, p. 187-189; 8, 2015, p. 235-248 (with F. Briquel Chatonnet and R. Hawley); "Averroès et Avicennes" and "Livre de médecine" in J. Charles-Gaffiot & A. Desreumaux (éd.), *Grandes Heures des Manuscrits Irakiens. Une collection dominicaine inconnue de manuscrits orientaux (XII^e-XX^e siècles)*, Les Éditions du Net, 2015, pp. 337-339. Exhibition "Mésopotamie, Carrefour des cultures: Grandes Heures des Manuscrits irakiens" at the Archives nationales, Paris, France, May 20-August 24, 2015; "Les textes des recettes d'encre en syriaque et en *garshuni*", in F. Briquel Chatonnet & M. Debié (eds.), *Manuscripta Syriaca. Des sources de première main* (Cahiers d'études syriaques 4), Paris, Geuthner, 2015, p. 195-246 (with A. Desreumaux); "Lexique commenté: les végétaux, les animaux et les minéraux des recettes d'encre en syriaque et en *gashuni*", in F. Briquel Chatonnet & M. Debié (eds.), *Manuscripta Syriaca. Des sources de première main* (Cahiers d'études syriaques 4), Paris, Geuthner, 2015, p. 247-270 (with Ph. Boutrolle); *Ignace Antoine II Hayek. Le relazioni della Chiesa Siro-giacobita con la Santa Sede dal 1143 al 1656* (Cahiers d'études syriaques 3), Paris, Geuthner, 2015 (edited with P.G. Borbone); "Guerres et discours sur la guerre dans la propagande royale : le monde ouest-sémitique au I^{er} millénaire av. J.-C.", *BABELAO* 5, 2016; "Researches on Syriac Writing in the Hinterland of Antioch", *The Harp* 30, 2016, p. 417-436 (with F. Briquel Chatonnet)

DAL PRETE, IVANO: Lecturer, Yale University, History of Science and Medicine Program, Appointed 2014

Education: Ph.D., University of Verona, 2005; B.A., University of Verona, 1999;

Academic Experience: Adjunct Assistant Professor, Barnard College, Columbia University, 2013; Visiting Assistant Professor, University of Minnesota, Program in History of Science and Technology, 2011-2012; Lecturer, Yale University, History of Science and Medicine Program, 2008-2010; Post-doctoral Fellow, University of Eastern Piedmont, 2005 – 2008;

Overseas Experience: Italy, France

Outreach: Recorded radio interview on the early history of extra-terrestrial life for WPKN (January 26, 2013; Ca. 15 articles on the history of early modern science and culture published in the popular science magazines *L'Astronomia*, *Coelum* and *La Recherche*; “The Renaissance and the History of the World”, workshop hosted by the Italian Academy, Columbia University, (New York, April 26, 2013); “Unità del sapere, molteplicità dei saperi: l'opera di Francesco Bianchini (1662-1729) tra natura, storia e religione”, three-day conference (Verona, Italy, October 28-30, 2004);

Language(s): Italian, English, French, Latin, Spanish

Percentage of Time Dedicated to Middle East Studies: 50 %

Middle East Studies Courses Taught: Science in a Premodern World

Research/Teaching Specializations: Earth sciences (ca. 1300-1800); generation in the long eighteenth century; the material culture of astronomy; science, religion and society in early modern Italy;

Recent Publications: Rethinking the history of deep time. Vernacular Meteorology and the Antiquity of the Earth in Medieval and Renaissance Italy”, *Philosophy and Knowledge in the Renaissance: Interpreting Aristotle in the Vernacular*, ed. by Luca Bianchi, Simon Gilson, and Jill Kraye (2017); “Cultures and Politics of Preformationism in 18th-century Italy”, *The Secrets of Generation: Reproduction in the Long Eighteenth Century*, ed. by Ray Stephenson, Darren Wagner, Toronto, *University of Toronto Press*, (2015); ‘Being the World Eternal’. The Age of the Earth in Renaissance Italy”, *Isis*, (2014); *The Edge of Eternity. Earth History, Religion and Culture in Pre-modern Europe*, In-Process, 2017; *Scienza e società nel Settecento veneto* (“Science and Society in the eighteenth-century Republic of Venice”), Milano, FrancoAngeli, 2008; *Antonio Vallisneri. Miglioramenti e correzioni, d'alcune esperienze, ed osservazioni del signor Redi* (editor, introduction and notes), Florence, Olschki, 2005;

Distinctions: Villa I Tatti – The Harvard University Center for Italian Renaissance, Hanna Kiel Fellow, 2015-2016; The Huntington Library - Dibner Program in the History of Science, long-term fellow, 2015-2016; The Gladys Krieble Delmas Foundation fellowship, 2015-2016; The Huntington Library, Research Fellow, 2013; Associate Research Scholar, The Italian Academy for Advanced Studies in America (Columbia University), 2012-2013; Ecole Française de Rome (Rome), visiting student, 2003; Centre Koyré for the History of Science (Paris) and Ecole Normale Supérieure (Paris), visiting student, 2001-2002; Northwestern University (Chicago), visiting student, 2001;

DARNELL, JOHN: Professor (Tenured), NELC, Appointed 1998

Education: Ph.D. Egyptology, University of Chicago 1995; M.A. Egyptology, John Hopkins University 1985; B.A. Egyptology/Assyriology, Johns Hopkins University 1984

Academic Experience: Chair, NELC, Yale University, 2006-13; Director, Yale Egyptology Institute in Egypt, 2006-13; Associate Professor, Yale University 2004-05; Assistant Professor, Yale University 1998-04; Research Association, Oriental Institute, University of Chicago, 1996-98

Overseas Experience: Egypt: Director of the Theban Desert Road Survey, 1992-pres; Epigrapher, Oriental Institute, University of Chicago, Luxor, 1990s; University zu Köln, Germany, 1985-86

Language(s): Ancient: Egyptian 5; Akkadian 4; Greek 4; Latin 4. Modern: German 5, French 5, Dutch 3, Italian 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Egyptian Coffin Texts; Introduction to Demotic; The Egyptian Netherworld Books; Egyptian Religion Through the Ages; Late Period Egypt;

Research/Teaching Specialization: Egyptian religion, cryptography, the scripts and texts of Graeco-Roman Egypt, the archaeological and epigraphic remains of ancient activity in the Egyptian Western Desert

Recent Publications: “A Midsummer Night’s Succubus—the Herdsman’s Encounters in P. Berlin 3024, the Pleasures of Fishing and Fowling, the Songs of the Drinking Place, and the Ancient Egyptian Love Poetry” in *Opening the Tablet Box: Near Eastern Studies in Honor of Benjamin R. Foster*. Leiden and Boston, 2010. “A Pharaonic *de profundis* from the Western Desert Hinterland of Naqada,” in *Honi soit qui mal y pense: Studien zum pharaonischen, griechisch-römischen und spätantiken Ägypten zu Ehren von Heinz-Josef Thissen*. Leuven, 2010.

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Grant, Bioarcheology Foundation, Isle of Man, Theban Desert Rd Survey, 2003-05; Morse Fellowship, Yale University, 2003-04; Moore Fund Award, Yale University, 2000-01; National Endowment for the Humanities Grant, 2000-04; Griswold Grant, Yale University, 1999-00

DAVIDSON, JACOB: Fellow, Artist, Appointed 2016

Education: MFA Film/Video Milton Avery Graduate School of the Arts, Bard College NY, 2014; 2008 BFA School of Art California Institute of the Arts, Valencia CA, 2008;

Academic Experience: Fellow, Artist, 2016; Traverse Vidéo – Toulouse, France, 2018; Fracto Film Festival – Berlin Germany Las Chicas – Sunview Luncheonette – Brooklyn NY, 2017; 18th Festival for Experimental Cinema – Paris, France, 2016; Cloud – 3/137 Gallery – Athens, Greece, 2015; The Shortest Distance Between Two Points - Syndicate Potential, Strasbourg France A Prism When in the Shade – Temporary Agency, Brooklyn NY (curated) I Love Your Manners, Full of Deceit – Center for Electronic Arts, Bergen Norway The Assembly – Harvest Works, New York NY, 2014; Bodywerk – Chinatown Massage Parlor, New York NY, 2013; West 21st St. Drive-In – Family Business, New York NY, 2012; The Social Nature of Intuition – Tag Team Gallery, Bergen Norway, 2011; New Filmmakers Spring ’10 – Anthology Film Archive, New York NY 2010; Eternal Telethon – X-Initiative, New York NY, 2009; Summer Exhibition, European Exchange Academy – Berlin Germany, 2008

Research/Teaching Specialization: Visiting Assistant Professor, Media Studies, Alquds Bard College, West Bank PL, 2017; Lecturer, Yale University – Postcolonizing Images, 2016

Recent Publications: “Cloud Chambers.”, 2015

DAVIS, STEPHEN: Professor (Tenured), Department of Religious Studies, Appointed 2002

Education: Ph.D., Yale University 1998; M.Phil., Yale University 1995; M.A., Yale University 1993; M.Div., Divinity School, Duke University, 1992; A.B., Princeton University 1988

Academic Experience: Executive Director, Yale Monastic Archaeology Project (YMAP); Director and Editor-in-Chief, Project to Catalogue the Coptic and Arabic Manuscripts at the Monastery of the Syrians (Wādī al-Naṭrūn, Egypt).

Overseas Experience: Professor of Early Church History, Evangelical Theology Seminary, Cairo 1998–02/spring 2005; Seeger TF, Athens College, Greece, 1988–89; Paris, Beirut, UK, Germany

Language(s): Old: Arabic 4.5, Greek 4.5, Coptic 4.5, Latin 2.5, Syriac 1.5, Hebrew 1.5. Modern: Arabic 5, German 4, Greek 3.5, French 3

Percentage of Time Dedicated to Middle East Studies: Teaching 66%; Research 100%

Middle East Studies Courses Taught: Arabic Christian Literature and Theology; Readings in Christian Arabic Texts; Pilgrimage in Comparative Perspective; Monasticism in Comparative Perspective, Jesus to Muhammad: Ancient Christianity to the Rise of Islam; Arabic Bible and Biblical Interpretation; Egyptian Monastic Literature in Coptic

Research/Teaching Specialization: Christian Arabic Studies; History of Christianity in late antiquity; social and theological history of ancient Christianity from its beginnings to the seventh century; study of women & gender, pilgrimage & the cult of the saints; Egyptian Christianity

Recent Publications: *Monasticism: A Very Short Introduction* (Oxford University Press 2018); Co-editor: *From Gnostics to Monastics: Studies in Coptic and Early Christianity* (Peeters Press 2018); “Cataloguing the Coptic and Arabic Manuscripts in the Monastery of the Syrians: A Preliminary Report.” In *Studia Patristica* 90 (2018); “Curriculum Vitae et Memoriae: The *Life of Saint Onophrius* and Local Practices of Monastic Commemoration.” In *From Gnostics to Monastics: Studies in Coptic and Early Christianity*, ed. D. Brakke, S. J. Davis, and S. Emmel (Louvain: Peeters, 2018), 383–91; Author/editor: “An Arabic *Acts of Paul and Thecla*: Text and Translation, with Introduction and Critical Commentary.” In *Thecla: Paul’s Disciple and Saint in the East and West*, ed. J. W. Barrier, J. N. Bremmer, T. Nicklas, and A. Puig i Tàrrach (Peeters Press 2016), 106–151; “Monastic Revivals.” In *Melania: Early Christianity Through the Life of One Family*, ed. C. M. Chin and C. T. Schroeder (Berkeley: University of California Press, 2016), 260–70; “Architectural Conservation at the White Monastery Church (Dayr Anba Shinuda), Sohag.” In *Bulletin of the American Research Center in Egypt* 208 (Summer 2016), 34–41.

Dissertations/Theses Supervised in Past Five Years: 9

Distinctions: Visiting Scholar at the Israel Institute for Advanced Study, Hebrew University, Jerusalem (2015–16); Simpson Endowment for Egyptology Grants, Yale University (2006–present); Antiquities Endowment Fund (AEF) Conservation Grant, American Research Center in Egypt (2013–14); Yale College Dean’s Special Grant (Oct 2012); Alexander von Humboldt Research Fellowship Renewed Research Stay (Aug 2011)

DE SOUZA, IGOR: Lecturer in English and Humanities; Associate Research Scholar, Judaic Studies, Yale University. Appointed 2016

Education: Ph.D. Committee on Jewish Studies, University of Chicago 2014; M.A. University of Chicago 2008; B.A. University of Tennessee, Knoxville 2004

Academic Experience: Associate Research Scholar, Judaic Studies, Yale University 2016-present; Flegg Postdoctoral Research Fellow, Department of Jewish Studies, McGill University 2014-2016; Lecturer, Portuguese, University of Chicago 2013-2014

Languages: English, Portuguese, French, Hebrew, German

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Directed Studies, Yale University 2016-2017; Modernity in Jewish Thought; Between Athens and Jerusalem: Philosophy and Judaism in Dialogue; Philosophy and Biblical Exegesis in Maimonides, McGill University 2015-16

Research/Teaching Specialization: Medieval Jewish Philosophy; The transatlantic Jewish diaspora and Jewish communities of the colonial Americas

Recent Publications: *Rewriting Maimonides: Early Commentaries on the Guide of the Perplexed*, Walter de Gruyter (forthcoming)

Distinctions: Whiting Doctoral Fellowship, Division of the Humanities, University of Chicago 2011-2012

DEMIREL, AYDEMIR, GUL DENIZ: Yale Fulbright Language Teaching Assistant of Turkish, Appointed 2017

Education: Ph.D. Teaching Turkish as a Foreign Language - expected in 2022; MA: English Literature - Middle East Technical University, 2015; BA: English Language Teaching - Middle East Technical University, 2009

Academic Experience: Turkish Language Instructor, Hacettepe University, Center for Teaching Turkish (non-tenured) 2016-17; English Language Instructor, Hacettepe University, Modern Languages Department (tenured) 2013-7; English Language Instructor, Hacettepe University, Basic English Department (tenured) 2010-12

Overseas Experience: Language Assistant, Immenhofer Schule, Stuttgart - Germany, 2010

Outreach: Theses Supervised During Past 5 Years

Language(s): English (Advanced), German (Intermediate)

Percentage Time Devoted to ME or African Studies: 100%

Research/Teaching Specialization: Modern Turkish

Recent Publications: "A Picture of Istanbul through the Eyes of Women Writers from Turkey." *International Journal of Languages, Literature and Linguistics*, 2015; "Death" in the Poems of Thomas Hardy and Cahit Sitki Taranci." *Forum for World Literature Studies*, 2012

DIB-HAJJ, SULAYMAN: Senior Research Scientist, Neurology, Yale School of Medicine and Graduate School, Appointed 1995

Education: Ph.D., The Ohio State University 1990; M.Sc. in Biology, The American University of Beirut 1982; B.Sc., with distinction, The American University of Beirut 1977

Academic Experience: Senior Research Scientist, Department of Neurology & The Center for Neuroscience and Regeneration Research, Yale School of Medicine 2000-present; Associate Director of the Neurorehabilitation Center of Excellence, the US Veterans Administration Connecticut Healthcare System Research Scientist, West Haven, CT, 2014 - present; Associate Research Scientist, Department of Neurology & The Center for Neuroscience and Regeneration Research, Yale School of Medicine 1995-2000; Associate Research Scientist, Department of Entomology, Center for Advanced Invertebrate Molecular Sciences, Institute of Biosciences and Technology, Texas A&M University 1992-1994

Overseas Experience: Beirut, Lebanon

Language(s): Arabic 5, English 5

Percentage of Time Dedicated to Middle East Studies: 5%

Research/Teaching Specialization: Molecular basis of neurological disorders including neuropathic pain

Recent Publications: “Conditional knockout of Nav1.6 in adult mice ameliorates neuropathic pain,” *Sci Rep*, 2018; “Sodium channel NaV1.9 mutations associated with insensitivity to pain dampen neuronal excitability,” *J Clin Invest*, 2017; “NaV1.8 expression is not restricted to nociceptors in mouse peripheral nervous system,” (senior and corresponding-author) *Pain Journal*, 2012; “An ankyrinG-binding motif is necessary and sufficient for targeting NaV1.6 sodium channels to axon initial segments and nodes of Ranvier,” (Senior and corresponding author) *Journal of Neuroscience*, 2012

Distinctions: \$1,100,000 Grant from Department of Veterans Administration (PI, Oct 2011-Sept. 2015); \$150,000 Grant from CV Therapeutics (Steve Waxman, MD, PhD, Co-PI), 2008; \$15,000 Gift from CV Therapeutics (Steve Waxman, MD, PhD, Co-PI), 2007; \$60,000 Gift from the Erythromelalgia Association (Steve Waxman, MD, PhD, Co-PI), 2005

DOERFLER, MARIA: Assistant Professor (term) of Eastern Christianity, Department of Religious Studies. Appointed 2016

Education: Ph.D. Late Ancient Christianity, Duke University 2013; M.A. Fuller Theological Seminary (Pasadena, CA) 2006; J.D. School of Law, UCLA 2002; B.A. Princeton University 1999

Academic Experience: Assistant Professor of Ancient Christianity, Department of Religious Studies, Yale University 2016-present; Assistant Professor of the History of Christianity, Divinity School, Duke University 2013-2016; Adjunct Assistant Professor, Department of Religious Studies, University of North Carolina, Chapel Hill 2014-2016

Languages: English, Syriac, Greek, Latin

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Death and Dying in late Antiquity; Human and Divine in Early Christianity

Research/Teaching Specialization: Interpretation of authoritative texts, of law, philosophical writings, and scripture, in the second through sixth centuries C.E. with particular emphasis on how contexts of personal or communal crisis shape exegesis. Her current project examines late ancient responses to death in childhood

Recent Publications: *Law and Order: Judicial Discourse in Early Christian Formation*, University of Pennsylvania Press (forthcoming); *Church and Empire* [editor], Fortress Press 2016; *Syriac Encounters: papers from the sixth North American Syriac Symposium* [co-editor], Peeters 2015; “The Death of Strangers in the City of God: Antioch’s Pandektai and Ancient Christian Community” *Harvard Theological Review* (forthcoming)

Distinctions: Research Fellowship: Institute for the Study of the Ancient World, New York, 2014-2015

DOUGHERTY, ROBERTA: Librarian (Non-Tenured), Near Eastern Collection, Yale University Library, Appointed 2012

Education: Master of Information and Library Studies, University of Michigan School of Information 1993; M.A. in Arab Studies, Georgetown University 1988; B.A. in Oriental Studies, University of Pennsylvania 1982

Academic Experience: Middle Eastern Studies Librarian at the University of Texas at Austin (2006-12), the Library of Congress (2000-01) and the University of Pennsylvania (1994-00). Head of Collection Management, library of the American University of Cairo, 2004-06; Arabic cataloging specialist, Bodleian Library of Oxford University, 2001-05 and United Arab Emirates University Library 1993-94

Overseas Experience: American University of Cairo, Oxford University Library, United Arab Emirates Library

Outreach: Nowruz 2018 dance & music concert (Yale MacMillan Center); public lectures devoted to the life and legacy of Edward Elbridge Salisbury (1814-1901), Yale professor of Arabic & Sanskrit, given at the Forence Griswold Museum (Old Lyme, CT) and the Yale University Library; academic papers on the same topic presented at annual meetings of the American Oriental Society, the Middle East Studies Association, and the Middle East Libraries Committee International

Language(s): Arabic, Persian, French, Turkish

Percentage of Time Dedicated to Middle East Studies: 100%

Research/Teaching Specialization: Library Research and Reference

Recent Publications: *Dance and the Dancer in Egyptian Film*. Mazda Publishers, 2005; *Badia Masabni, Artiste and Modernist: the Egyptian Print Media's Carnival of National Identity*. University of California Press, 2000;

Review of *Fahras makhtutat bad al-maktabat al-khassah fi al-Yaman*. MESA Bulletin : (1996); Review of *Fahras makhtutat Dar al-Wathaiq al-Qawmiyah al-Nijiriyah bi-Kadun*. MESA Bulletin, 1996; Review of *The Mosque: History, Architectural Development and Regional Diversity*. Digest of Middle Eastern Studies, (1996); Review of *Umm Kulthum: a Voice like Egypt*. MESA Bulletin, 1996; Review of *Bedouins of Qatar*. Digest of Middle Eastern Studies, 1995; Review of *The Women's Awakening in Egypt: Culture, Society, and the Press*. SHARP News, 199

Distinctions: Mellon Language Fellowship, University of Michigan 1991-93; Grant for Middle East Library Project from the Office of the Vice Provost for Research, University of Michigan 1992; School of Information and Library Studies Merit Scholarship, University of Michigan 1991-92

EGGERMAN, MARK: Research Scientist in the Macmillan Center

Education: M.Phil. Modern Middle Eastern Studies, Oxford University, 1986; B.A. English & American Literature, Stanford University, 1979

Academic Experience: Research Scientist in Global Health & Area Studies, MacMillan Center for International & Area Studies, 2013-present; Associate Editor, Medical Anthropology, Social Science & Medicine, MacMillan Center for International & Area Studies, 2013-present; International Research Consultant 1998-present;

Outreach: Displays at the launch of the Mental Health Research of Durham and Tees Valley exhibit (June 08), UK

Research/Teaching Specialization: Co-Principal Investigator, Save the Children & Wellcome Trust, Research for Health in Humanitarian Settings (R2HC) 2014 -15; Research Fellow, MacMillan Center for International & Area Studies, Yale University, 2010-13; Managing Editor, Medical Anthropology, Social Science & Medicine (international appointment), Durham University, UK & MacMillan Center for International & Area Studies, Yale University 2008 -2013; 2004-2010: Research Associate, Department of Anthropology, Durham University, UK, 2004-2010; Fellow, Wolfson Research Institute, Durham University, UK 2008-10

Recent Publications: "Life Feeds on Hope. In Jennifer Heath and Ashraf Zahedi (Eds.)" *Children of Afghanistan*, University of Texas Press, 2014; "Trauma Memories, Mental Health, and Resilience: A Prospective Study of Afghan Youth." *Journal of Child Psychology and Psychiatry*, 2014; "Engaging Fathers: Recommendations for a game change in parenting interventions based on a systematic review of the global evidence base." *Journal of Child Psychology and Psychiatry*, 2014; "Caregiver-child mental health: A prospective study in conflict and refugee settings." *Journal of Child Psychology and Psychiatry*, 2013

ELBOUSTY, JONAS: Senior Lector (Non-Tenured), Near Eastern Languages and Civilizations, Appointed 2012
Education: Doctoral Coursework in Comparative Literature and Arabic, 2011; Doctoral Coursework in Education and Curriculum, University of Massachusetts, 2008-10; Certificate of Mastery in French Pedagogy, Alliance Francaise de Paris 2009; Master of Science in Human Development, Rochester Institute of Technology 2003; Graduate work in Linguistics, Hassan II University, Mohammedia, Morocco 2000-2001; Bachelor of Arts in Linguistics and Literature, Ibn Zohr University, Agadir, Morocco 2000.

Academic Experience: Senior Lector of Arabic Language and Literature, Yale University 2012 – present; Visiting Assistant Professor of Middle Eastern and Asian Studies, Emory University 2010-12; Professor of Arabic and North African Studies, summer intensive program, Al Akhawayn University, summer 2010; Assistant Professor of Critical Language and Cultural Studies in North Africa, Middle East, and Central Asia, Daniel Webster college 2009-10

Overseas Experience: Director of Arabic Language and Literature/Professor of Arabic Language and Literature, Summer Intensive Program, Jordan Language Academy, Jordan, 2013; Professor of Arabic and North African Studies: Summer intensive program, Al Akhawayn University, 2011, 2010;

Outreach: Lecture Series, “American Immigrants in Memoir, Fiction, and Poetry.” American embassy, Rabat, Morocco 2011; Poetry circle presenter and discussant, Arabic Cultural Association, Emory University, 2011; “Arabic Calligraphy: the Art of the Pen.” Shia Imami Ismaili Muslim student workshop Carlos Museum, Atlanta Georgia 210.

Language(s): Arabic, English

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Courses on North African literature, contemporary Arabic Literature, Media Arabic, Moroccan dialect, Arabic Seminar, Middle Eastern Studies, Arabic poetry, beginning to advanced Arabic classes, and Arabic discourses

Research/Teaching Specialization: Arabic language, teaching pedagogy

Recent Publications: *Advanced Arabic Literary Reader*, Routledge 2015; *Vitality and Dynamism: Interstitial Dialogues of Language, Politics, and Religion in Morocco’s Literary Tradition*, Leiden University Press 2015; Abu al-Qasim al-Shabbi’s ‘The Will to live.’: Galvanizing the Tunisian Revolution.” *Journal of North African Studies*, 2013. “Rules and Social Graces for Linguists: Metaphors of Power and Privilege from a Guide to Social Etiquette” in *Communication and Creative Democracy*, Abrahamis Academic 2011. “Organic Social Movements for Sustainable School Reform,” *Journal of the Moroccan Association for Teachers of English*, 2010; “Grammar Rules: The Hegemonic Force of Rhetoric and the Role of Instruction in Critical Transmission,” *Proceedings of the Otherness International Conference*, 2010.

Distinctions: Travel Grant Award, Yale University 2013, 2012; Research Grant, Yale University, 2012; Teaching Grant, Emory University, 2011; Chevalier dans l’Ordre des Palmes Academiques 2010; Emerging Leader Award from the Association for Curriculum Supervision and Development, 2010

ERAMI, NARGES: Assistant Professor (Non-Tenured), Department of Anthropology, Appointed 2009
Education: Ph.D. Columbia University 2009; M.Phil. Columbia University 2002; M.A., University of Chicago, 1998; B.S. University of California, Riverside 1996
Academic Experience: Faculty Associate, School of Global Studies, Arizona State University, 2007-08; Preceptor Fellow, Columbia University, 2004-06; Research Assistant, Anthropology Department Barnard College, 2003-present; TA, University Chicago/Columbia University, 1997-00
Overseas Experience: Iran, Yemen (San'a University, Gender Studies Project, 1997)
Language(s): Persian 5; French reading 4; Arabic reading 4
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Muslim Societies; Representing Iran; Anthropology of Handmade Commodities
Research/Teaching Specialization: Anthropology of the Middle East in general and Iran specifically, the 'economic subject,' the anthropology of religion, field methods, and the politics of legitimacy and representation
Recent Publications: "When ties don't bind: smuggling effects, bazaars and regulatory regimes in postrevolutionary Iran" *Economic and Society* (co-authored in 2015) "The Sufis of the Holy City of Qum." *Middle East Research and Information Project* (forthcoming); "Islam" entry in *International Encyclopedia of Social Sciences* (2007); "Dishonoring the Honorable Bazaar: The Subject of Smuggling in Post-Revolutionary Iran" (co-authored, submitted to CSSH)
Dissertations/Theses Supervised in Past Five Years: 2 senior theses
Distinctions: Wenner-Gren Doctoral Diss Research Award, 2003; Fulbright-Hays Doctoral Diss Research Award, 2001-02; Columbia University Scheps Research Fellowship, 1999

FELEK, ÖZGEN: Lector of Ottoman and Modern Turkish, Department of Near Eastern Languages and Civilizations, Yale University, Appointed 2016
Education: Ph.D. University of Michigan 2010; Ph.D. Fırat University, Turkey 2007
Academic Experience: Lector of Ottoman and Modern Turkish, Yale University 2016-present; Post-doctoral Research Fellow, Graduate Center of the City University of New York 2013-2016; Mellon Postdoctoral fellow, Religious Studies, Stanford University 2011-13
Outreach: She uses modern performing arts in order to introduce the major literary works of Islamic literature to students and non-specialist audiences in the Western world
Languages: Turkish, English
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Elementary, Intermediate, Advanced Turkish; Ottoman Text Reading I&II
Research/Teaching Specialization: In addition to Ottoman and Modern Turkish her teaching and research interests include, literature, gender, sexuality and Sufism in the Ottoman Empire.
Recent Publications: with Sinem Erdoğan İşkorkutan, eds. *Recent Perspectives of Ceremonies, Rituals, and Festivals in the Ottoman World*. Forthcoming, Spring 2019 (A special issue; Journal of the Ottoman and Turkish Studies Association – JOTSA: <https://otsa.binghamton.edu/journals/>); "Masculinity, Sexuality, and Sanctity in the Ottoman Hagiographical Narratives: The Case of the Velâyet-nâme-i Hâcî Bektaş-ı Velî Jones, Linda Gale, ed. *Saints and Sanctity in Christianity, Judaism, and Islam: A Comparative Analysis (13th to 18th Centuries)*". Ashgate Press; Forthcoming in November, 2018; *Kitābu 'l-Menāmāt: Sultan III. Murat'ın Rüya Mektupları* ("The Book of Dreams: The Dream Letters of Sultan Murad III," an analysis and diplomatic edition of 1858 dream letters of Sultan Murad III). Istanbul: Tarih Vakfı Yayınları, 2014; "Epilepsy as a Contagious Disease in the Late Medieval and Early Modern Ottoman World," *Plague and Contagion in the Islamic Mediterranean*, ARC Humanities Press 2017

FISS, OWEN: Sterling Professor of Law (Tenured), Yale Law School, Appointed 1992

Education: LL.B. *magna cum laude* Harvard Law School 1964; B.Phil. Philosophy, Oxford University 1961; B.A. Dartmouth College 1959

Academic Experience: Professor of Public Law, Yale, 1982-92; Professor of Law, Yale, 1974-82; Professor of Law, University of Chicago, 1968-74; Visiting Prof of Law, Stanford University, 1973

Overseas Experience: Latin America, Middle East

Outreach: Director, Abdallah S. Kamel Center for the Study of Islamic Law and Civilization; Special Assistant to John Doar, then Assistant Attorney General in charge of the Civil Rights Division, Department of Justice, 1966-1968; Law Clerk to William J. Brennan, Jr., then Justice of the Supreme Court of the United States, 1965-1966; Law Clerk to Thurgood Marshall, then Judge of the United States Court of Appeals for the Second Circuit, 1964-1965

Language(s): Spanish, Hebrew

Percentage of Time Dedicated to Middle East Studies: 15%

Middle East Studies Courses Taught: Reading Group: Middle Eastern Law; Reading Group: Modern Dilemmas in Jewish Law; Distributive Justice and the Constitution; The War Against Terrorism and the Rule of Law; Politics as Beginning: Classical Reflections and the Arab Spring

Research/Teaching Specialization: Legal theory; Constitutional law

Recent Publications: A War Like No Other: The Constitution in a Time of Terror, 2015; "The Democratic Mission of the University," *Albany Law Review*, 2013; "Even in a Time of Terror," *Yale Law & Policy Review*, 2012; *The Dictates of Justice: Essays on Law and Human Rights*. Dordrecht, 2011; "A Confession," *Yale Law Reports*, 2011; "The World We Live In," *Temple Law Review*, 2011; "A Predicament of His Own Making," *Boston Review*, 2011.

Dissertations/Theses Supervised in Past Five Years: 12

Distinctions: Doctor Honoris Causa, University de Palermo, Argentina, June 2008; Doctor of Laws, University of Toronto, June 2004; Fellow, American Academy of Arts & Sciences, 1995; American Council of Learned Soc Fellowship, 1995; Humboldt Fellowship, 1993-95

FORD, ROBERT (Ambassador): Senior Fellow, Jackson Institute for Global Affairs, appointed 2015

Education: M.A., Middle East Studies and International Economics, Johns Hopkins University School of Advanced International Studies; B.A. International Studies, Johns Hopkins University

Academic Experience: Intensive year of Arabic language study, Center for Arabic Studies Abroad (CASA) University of Cairo non-degree program, 1984; Lecturer Johns Hopkins, 2014

Field or Overseas Experience: Peace Corps Volunteer teaching English in Morocco, 1980-82; career Foreign Service Officer with postings in Turkey, Egypt, Algeria, Cameroon, Bahrain, Iraq, Syria, and Washington D.C., 1985-2014; U.S. Ambassador to Algeria, 2006-2008; U.S. Deputy Ambassador to Iraq, 2009-2018; U.S. Ambassador to Syria, 2011-2014; Track 2 negotiating sessions about Syria and Iraq held in Beirut, Berlin, Iraq, and Malta

Outreach: Testimony before the U.S. Senate and U.S. House of Representatives, 2014-2016; lectures at many U.S. universities and colleges including Harvard, MIT, UCLA, Georgetown, George Washington University, Claremont College, Smith College, Wesleyan, Rice, University of North Carolina, NYU, University of Texas;

Language(s): Arabic (fluent); French (fluent); Turkish (working knowledge); German (working knowledge)

Percentage of time devoted to ME: 65%

Selected Courses: From Arab Spring to the Islamic State, Turning Points in U.S. Foreign Policy

Recent Publications: "A Plea to President Trump: Don't Send Syrians Back to Assad," *Washington Post*, January 26, 2018 (co-author); "Keeping Out of Syria" *Foreign Affairs*, October 2017; "America Never Understood Iraq," *The Atlantic* October 30, 2017; "Trump's Ceasefire in Syria Doomed," *The Atlantic* July 13, 2017; "Fatal Flaw in Trump's ISIS Plan" *The Atlantic* May 11, 2017; "The Iraq Strategy America Really Needs," *National Interest* July 26, 2015 (co-author); "America is Losing the War in Syria" *Foreign Policy* March 9, 2015; "The Fractured Caliphate," *Foreign Policy* July 7 2014

FOSTER, BENJAMIN: Laffan Professor of Assyriology and Babylonian Literature (Tenured), NELC, Appointed 1975

Education: Ph.D., Yale University, 1975; M.A. & M.Phil. Yale University, 1973/74; A.B. Princeton University, 1968

Academic Experience: Visiting Professor Collège de France 2010; Visiting Professor Ecole Pratique des Hautes Etudes, Paris, 1998; Visiting Professor, Graduate Liberal Studies Program, Wesleyan University

Overseas Experience: 1960s: Lebanon, Syria, Jordan, Iraq, Egypt; archeological work in Syria, 1978; Turkey

Outreach: “The Global Face of the Yale Library,” Yale University 2007; “The Iraq War and the Future of the past,” Yale University Seminar on Genocide 2006; “The Destruction of Iraqi Libraries,” Annual Meeting of Fulbright Fellows 2005; “Missing in Action: The Coalition is Responsible for Iraq’s Treasures,” invited op-ed piece, *New York Times*, April 18, 2003; talks on New Mexico Public Radio; Interview on CNN; Interviews in *Washington Post*, *New Haven Register*, *Hartford Courant*

Languages: Sumerian 3; Akkadian 4; Arabic 3-4, Greek 1, Latin 1; **READING:** French 4, German 4, Italian 4, Russian 2

Percentage of Time Dedicated to Middle East Studies: 90%

Middle East Studies Courses Taught: Introduction to the Middle East; Origins of Western Civilization: The Near East from Alexander to Muhammad; Akkadian; Sumerian

Research/Teaching Specialization: Mesopotamian, especially Akkadian, literature, and the social and economic history of Mesopotamia

Recent Publications: “The Akkadian Adventure in Syria (in press); “Translating Gilgamesh: A Conversation with Benjamin Foster,” *World Literature Today* January 10, 2017; “Mesopotamie: un monde religieux,” in Ariane Thomas, ed., *L'Histoire commence en Mesopotamie* (Paris: Louvre, 2016), 100-105; “On Speculative Thought in Ancient Mesopotamia,” in K.A. Raaflaub, ed., *The Adventure of the Human Intellect: Self, Society, and the Divine in Ancient World Cultures* (Oxford: Wiley, 2016) 89-104; “Akkadian Economics,” *Rivista di Storia Economica* 31 (2015), 7-29; *Akkadian Literature of the Late Period* (2007); *Civilizations of Ancient Iraq* (2009); *Iraq Beyond the Headlines: History, Archaeology, and War* (co-authored, 2005); *The Epic of Gilgamesh* (translation, 2001)

Dissertations/Theses Supervised in Past Five Years: ca. 6

Distinctions: Enders Grant, Yale University (1986); Mellon Fellow, Whitney Humanities Center, Yale University (1983-84); National Endowment for the Humanities Translation Grant, 1983; Frederick W. Hilles Publication Fund Grant (1981); American Research Institute in Turkey Fellowship (1977, 1979)

FOSTER, KAREN: Lecturer (Non-Tenured), NELC, Appointed 1995

Education: Ph.D., Yale University, 1976; M.A., Yale University, 1974; M.Phil., Yale University, 1974; B.A., Mount Holyoke College, 1971

Academic Experience: Visiting Faculty, Wesleyan University, 1982-99; Visiting Faculty, Department of Classics, University of CT, Stamford, 1997; Visiting Professor, Department of Art History, Connecticut College, 1992-96; Visiting Faculty, Southern Connecticut State University, Department of Art, 1992-94; Visiting Faculty, University of Hartford, 1990-92; Visiting Professor, Department of Art, Rhode Island School of Design, 1990; Visiting faculty between 1976-89 (e.g. Smith College; University of Connecticut; University of New Haven)

Overseas Experience: Archeological projects: Syria (Tell Leilan), Egypt (Akhenaten Temple; Malkata), France (Saint-Jean-des Vignes), Italy (Etruscan Foundation)

Outreach: “Masterworks of Minoan Ceramics,” China Students’ Club of Boston, 2011, Connecticut Ceramics Study Circle, 2009; “Babylon and Hollywood a Century Ago,” The Yale Babylonian Collection Centennial Celebration, 2009; “Yale and Iraq, Iraq and Yale,” Yale Today Program for Parents, 2008; “Gardens of Eden,” New York Jewish Community Center, 2006

Language(s): French 5; Arabic 1; Turkish 1

Percentage of Time Dedicated to Middle East Studies: 33%

Middle East Studies Courses Taught: The Art of Ancient Palaces; Art of the Ancient Near East and Aegean; The Worlds of Homer; Ancient Painting and Mosaics;

Research/Teaching Specialization: Art of the Ancient Near East and Aegean

Recent Publications: “The Adornment of Aegean Boats” in *KOSMOS: Jewellery, Adornment, and Textiles in the Aegean Bronze Age* (2012); “Faience, Ancient Near East and Pharonic Egypt” in *Encyclopedia of Ancient History* (2010); *Civilizations of Ancient Iraq* (co-authored, 2009); *Tartiers: Portrait d’un village soissonnais* (2005); *Iraq Beyond the Headlines: History, Archaeology, and War* (co-authored, 2005); “The Eyes of Nefertiti” in *From the Banks of the Euphrates: Studies in Honor of Alice Louse Slotsky* (2008)

Distinctions: Felicia A. Holton Book Award of the Archaeological Institute of America, 2010; University of Connecticut Research Foundation Grant, 1987; American Council of Learned Societies Travel Grants, 1984; Connecticut Humanities Council Grant, 1983

FRAADE, STEVEN: Professor (Tenured), Department of Judaic Studies, Appointed 1979

Education: Ph.D., University of Pennsylvania, 1980; Jewish Theological Seminary, New York, 1974; A.B., Brown University 1970

Academic Experience: Halls-Bascom Visiting Scholar, Department of Hebrew and Semitic Studies, University of Wisconsin, Madison, Fall 2001; Sackler Scholar, The Mortimer and Raymond Sackler Institute of Advanced Studies, Tel Aviv University, Israel, Spring 2015; Visiting Scholar, The Israel Institute for Advanced Studies, The Hebrew University of Jerusalem, Spring 2015; Visiting Scholar, The Law Faculty, Hebrew University of Jerusalem, December 2017.

Overseas Experience: Visiting Scholar, The Faculty of Law, Hebrew University of Jerusalem (December 2017), Sackler Scholar, The Mortimer and Raymond Sackler Institute of Advanced Studies, Tel Aviv University, Israel (Spring 2015), Visiting Scholar, The Israel Institute for Advanced Studies, The Hebrew University of Jerusalem, (Spring 2015), Fellow, Institute of Advanced Studies, Hebrew University of Jerusalem, 1988, '89, '93, 2015; Senior Fellow, W. F. Albright Institute of Archaeological Research, Jerusalem Summer, 1984

Outreach: Frequently lectures and teaches at synagogues and other Jewish community organizations. Serves on the executive boards of area Jewish day schools: Ezra Academy (Woodbridge, CT) and the Jewish High School of Connecticut (Woodbridge, CT). Chairs the Ritual Committee of Congregation Beth El - Keser Israel (New Haven).

Language(s): Modern Hebrew; Ancient Hebrew; Aramaic; Syriac; Ancient Greek

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Dead Scrolls & Ancient History of Judaism; Introduction to Judaism in the Ancient World; Mishna Seminar: Tractate Sanhedrin; Ancient Judaism; Midrash Seminar: Theophany at Sinai; Directed Reading

Research/Teaching Specialization: Rabbinic Literature History of Second Temple; Rabbinic Judaism; Dead Sea Scrolls; Midrashic, mishnaic, and talmudic texts; Ancient Jewish history

Recent Publications: "The Temple Scroll As Rewritten Bible: When Genres Bend." Pages 136-154 in *Hā-ʾish Mōshe: Studies in Scriptural Interpretation in the Dead Seas and Related Literature: Studies in Honor of Moshe J. Bernstein*. Edited by Binyamin Y. Goldstein, Michael Segal, and George J. Brooke. Studies on the Texts of the Desert of Judah 122. Leiden: Brill, 2018; "If a Case is Too Baffling for You to Decide . . ." (Deuteronomy 17: 8-13): Between Constraining and Expanding Judicial Autonomy in the Temple Scroll and Early Rabbinic Scriptural Interpretation." Pages 409-431 in vol. 1 of *Sibyls, Scriptures, and Scrolls: John Collins at Seventy*. Edited by Joel Baden, Hindy Najman, and Eibert Tigchelaar. Journal for the Study of Judaism Supplements 175. Leiden: Brill, 2017. Hebrew version published in *Meghillot* 11-12 (2014-2015): 199-218; "The Innovation of Nominalized Verbs in Mishnaic Hebrew as Marking an Innovation of Concept." Pages 129-148 in *Studies in Mishnaic Hebrew and Related Fields: Proceedings of the Yale Symposium on Mishnaic Hebrew, May 2014*. Edited by Elitzur A. Bar-Asher Siegal and Aaron J. Koller. New Haven: The Program in Judaic Studies, Yale University; Jerusalem: The Center for Jewish Languages and Literatures, Hebrew University, 2017; "Nazirite," *The Routledge Dictionary of Ancient Mediterranean Religions*, New York and London: Routledge, (2016); "A Heart of Many Chambers": The Theological Hermeneutics of Legal Multivocality." *Harvard Theological Review*, (2015);

Distinctions/Honors: Election as Fellow of the American Academy for Jewish Research, July 2011; Election as Honorary Member of the Academy of the Hebrew Language, January 2012; Irish Research Council (IRCHSS) Postdoctoral Fellowship - Trinity College Dublin 2003-05, Research Scholarship - Dublin Institute for Advanced Studies 1998-03; International Student Scholarship Award - Trinity College Dublin 1998-00; J. William Fulbright Scholarship - Universität Konstanz (Germany) 1994-95

FRAHM, ECKART: Professor and Director of Graduate Studies (Tenured), NELC, Appointed 2002

Education: Habilitation, Heidelberg University 2007; Ph.D., Göttingen University, 1996; (B.A.) Heidelberg University 1987-89

Academic Experience: Assistant Professor of Assyriology, Yale, 2002-08; Assistant Professor of Assyriology, Heidelberg University, 2001-02; Research Assistant, NELC, Heidelberg University, 1998-01; Lecturer for Akkadian, Philology Department, Mainz University 1997-99

Overseas Experience: Baghdad, Iraq; Epigrapher, German archaeological mission, Assur, Iraq, 2001; UK (British Museum); Berlin (Vorderasiatisches Museum), 1993; Turkey, Syria, Lebanon, Jordan, Egypt.

Language(s): German 5; Babylonian 5; Sumerian 5; Assyrian 5; Hittite 2; Ugaritic 2; Ancient Egyptian 3; Biblical Hebrew 3; Syriac 1; Modern and Classical Arabic 2-3; Latin 4; Classical Greek 2; French 4; Italian 4; Spanish 2; Dutch 2

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Mesopotamian Scholarly Texts, Elementary Akkadian II, Women in Ancient Mesopotamia. Elementary Akkadian I, Sumero-Akkadian Bilingual Texts, Advanced Akkadian, Mesopotamian Prophecy, Assyria: The First Near Eastern Empire Beginning Sumerian II; Assyrian Historical Texts; Mesopotamian Commentaries; Beginning Sumerian I; Historical Horizons in Ancient Mesopotamia; Directed Readings: Neo-Babylonian Texts; The Bible in Its Ancient Near Eastern Setting; Mesopotamian Literary Predictive Texts; Babylonian Collection Exhibition Seminar

Research/Teaching Specialization: Assyrian and Babylonian history and Mesopotamian scholarly texts of the first millennium B.C.E.; Gilgamesh epic and Babylonian Epic of Creation; Mesopotamia and the Bible

Recent Publications (monographs and edited volumes): *A Companion to Assyria*, Wiley 2017. "Interpreting the Interpreters: Hermeneutics in Ancient Israel and Mesopotamia," *HEBAI* 4/3 (2015, special thematic issue, guest editor). *Geschichte des alten Mesopotamien* (A History of Ancient Mesopotamia), Reclam 2013; *Babylonian and Assyrian Text Commentaries: Origins of Interpretation*, Guides to the Mesopotamian Textual Record 5, Ugarit-Verlag 2011; *Neo-Babylonian Letters and Contracts from the Eanna Archive*, Yale Oriental Series [with Michael Jursa], Yale University Press 2011. Website: Cuneiform Commentaries Project (<http://oracc.museum.upenn.edu/ccpo/>, <https://ccp.yale.edu>)

Dissertations/Theses Supervised in Past Five Years: 2 Senior theses; 2 Master theses; 5 Ph.D. dissertations

Distinctions: National Endowment for the Humanities Scholarly Editions and Translations Grant, 2015-2018; Fellow, Whitney Humanities Center, Yale, 2014-2015; Elected Corresponding Member of the German Archaeological Institute, 2007; Morse Fellowship, Yale Col, 2005-2006; Post-doctoral German Research Council Grant, Graduiertenkolleg, Heidelberg University, 1996-98; DAAD grant, 1993; Scholarship, German National Merit Foundation, 1998-93

GANDHI, SUPRIYA: Senior lecturer, Religious Studies, Yale University. Appointed 2016

Education: Ph.D. Harvard University; M.A. SOAS University of London; B.A. St. Stephen's College, New Delhi

Academic Experience: Senior Lecturer, Religious Studies, Yale University 2016-present; Postdoctoral Fellow South Asian Studies, University of Pennsylvania 2012-2013

Languages: English, Persian, Arabic

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Readings in Indo-Persian Texts

Research/Teaching Specialization: The interface of Islam and Indic religions in South Asia, including the religious and cultural history of the Mughal Empire, Islamic Mysticism, the early modern and modern translation of Indic texts into Persian; modern Hindu thought

Recent Publications: Completing a book examining the writings and political content of the Mughal prince Qadiri Sufi, Dara Shikoh (1615-59), whose works include a translation of roughly fifty Upanisads into Persian

Distinctions: Fulbright Fellowship; American Council of Learned Societies/Mellon Grant

GARDNER, WILLIAM: Postdoctoral Associate, Department of Anthropology, Yale University. Appointed 2014-present

Education: Ph.D. in Anthropology, Yale University 2016; M.A. in Archaeological Studies, Yale University 2009; B.A. in Anthropology, University of Colorado 2004

Academic Experience: Visiting lecturer, Department of Anthropology, Yale University 2016-2017; Adjunct Professor, Southern CT State University, 2016-17

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Great Civilizations in the Ancient World

Research/Teaching Specialization: Long-term research on ancient Mongolian mobile pastoralists and archaic hunter-gatherers of the Colorado plateau; participation in multidisciplinary team from Yale University, Columbia University and the University of Alaska that is researching human and climatic drivers of ecosystem change in northern Asia

Recent Publications: "Archaeological Evidence of Mobile Domiciles on the Eurasian Steppe" [with Jargalan Burentogtokh] *Journal of Field Archaeology* (forthcoming); "The Tarvagatai Valley Project: a report on the initial archaeological survey results" [co-authored], *Studia Archaeologica*, Mongolian Academy of Sciences, 35 (2015)

Distinctions: Wenner-Gren Dissertation Field Work Grant; National Science Foundation Archaeology Grant

GEISEN, CHRISTINA: Postdoctoral Associate and Lecturer, Department of Near Eastern Languages and Civilizations, Yale University. Appointed 2015

Education: Ph.D. in Egyptology, University of Toronto 2012; M.A. in Egyptology and Islamic Studies, University of Bonn, Germany 2002

Academic Experience: Lecturer, Department of Near Eastern Languages and Civilizations, Yale University, 2015-present; Lecturer, Wilfried Laurier University, Waterloo, Canada 2014; Lecturer, University of Toronto 2014; Postdoctoral Researcher, Social Sciences and Humanities Research Council of Canada, Toronto 2012-14

Outreach: Curator of Egyptian Reading Room, Sterling Memorial Library 2015-present

Languages: English, German, French, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Introduction to Classical Hieroglyphic Egyptian I&II

Research/Teaching Specialization: Research focus on ancient Egyptian funerary and ritual texts, including ritual landscape and performance as well as onomastics; the history of the Middle Kingdom and the Second Intermediate Period as well as the perception of geography and landscape in ancient Egypt

Recent Publications: *The Ramesseum Dramatic Papyrus – A new edition, translation, and interpretation*, Ph.D. thesis, University of Toronto 2012; *Die Totentexte des verschollenen Sarges der Königin Mentuhotep aus der 13. Dynastie. Ein Textzeuge aus der Übergangszeit von den Sargtexten zum Totenbuch*, Harrassowitz 2004; “Two Ramesside Stelae with a pyramidal Top,” in *Göttinger Orientforschungen, IV. Reihe: Ägypten* 53, Harrassowitz 2015

Distinctions: Social Sciences and Humanities Research Council of Canada: Postdoctoral Award

GIRARD, MARIE-HÉLÈNE: Visiting Professor Department of French, Yale University. Appointed 2002

Education: Doctorat d’État, Paris IV-Sorbonne 1999; Licence, Art History, Paris IV-Sorbonne

Academic Experience: Professor of Comparative Literature, Université de Picardie-Jules Verne 1999-present

Languages: French, English

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: Orientalism in Literature and Art

Research/Teaching Specialization: 19th century literature and art; travel literature; 19th century world fairs

Recent Publications: *Les Beaux-Art en Europe, 1855*, Paris 2011; *Le Musée du Louvre/ Théophile Gautier* [edited and annotated by M-H Girard]; *French Phrasebook*, Lonely Planet 1997; 2nd edition 2003

GOPALAKRISHNAN, PRATIMA: Part-Time Acting Instructor, NELC/GSAS; Ph.D. candidate

Education: Ph.D. Religious Studies (Judaic Studies) with certificate in Women’s, Gender, and Sexuality Studies, Yale University (expected 2020); M.A. Jewish Studies, Hebrew Union College – Jewish Institute of Religion, Cincinnati, 2014; B.A. Religious Studies and Economics, University of Virginia, 2011

Language Proficiency: Ancient Hebrew, Aramaic, Greek, Sanskrit; Modern Hebrew, Hindi, Urdu, Tamil

Percentage Time Devoted to ME: 100% research; 50% teaching

Selected Courses: Elementary Biblical Hebrew, Case Studies in Biblical Interpretation

Research/Teaching Specialization: Religion in the premodern Near East; Rabbinic literature; Late antiquity and medieval history; Jewish history and religion; Gender and sexuality; Slavery and unfree labor

Outreach: Program Coordinator, Mellon Mays and Bouchet Fellowship Programs, Yale University

GOREN, SHIRI: Senior Lector, NELC, Appointed 2006

Education: Ph.D., New York University 2011; M.Phil., Hebrew & Israeli Literature, New York University 2007; B.A., General & Interdisciplinary Studies, Tel Aviv University 2001

Academic Experience: Instructor NYU, 2003-06

Overseas Experience: Journalist and news editor for Israeli radio and TV

Outreach: “Israel: A Home Movie.” Talk and Discussion, Israel Film Festival, JCC of Greater New Haven, May 2013; “Contemporary Israeli Culture and the Political Conflict” – A Taste of Honey, JCC of Greater New Haven, January 2013; “The Band’s Visit” – Film Discussion. Yale University, October 2012;

Languages: Hebrew (Modern) 5, Yiddish 4, French 3, Spanish 2, Aramaic 3

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Israeli Narratives (Seminar); Dynamics of Israeli Culture; Conversational Hebrew: Israeli Media; Intermediate Modern Hebrew; Advanced Modern Hebrew: Israeli Society; Contemporary Israeli Society in Film; Israeli Identity and Culture 1948-Present.

Research/Teaching Specialization: Hebrew Literature & Israeli Culture; Israeli Film; Yiddish Studies; Gender & queer theory; Israeli film; Theory of the Novel; Terror & Domestic Space; Genealogy of Nation Building; Israel Studies

Recent Publications: Co-editor, with Lara Rabinovitch, and Hannah Pressman of *Choosing Yiddish: New Frontiers of Language and Culture*. Wayne State University Press, 2013; “War at Home: Literary Engagements with the Israeli Political Crisis in Two Novels by Gabriela Avigur-Rotem” in *Narratives of Dissent: War in Contemporary Israeli Arts and Culture*. Wayne State University Press, 2013; “Writing on the Verge of Catastrophe: David Vogel’s Last Work of Prose” in *Choosing Yiddish: New Frontiers of Language and Culture*. Wayne State University Press, 2013

Dissertations/Theses Supervised in Past Five Years: 4

Distinctions: A. Whitney Griswold Faculty Research Fund 2007-11; Center for Language Studies Institutional Grant, Yale University, 2008/07; CMES/US Department of Education Faculty Grant Award, 2008; Faculty Grant Award for Research 2012-14, 2011-13, 2010-12; 2009-11; 2008-10; 2007-09; Title IV Grant for Research and Course Development

GREWAL, ZAREENA: Associate Professor (Non-Tenured), Departments of American Studies and Religious Studies, Appointed 2006

Education: Ph.D. Anthropol & History; University of Michigan, 2006; M.A. & B.A. Anthropology & History University of Michigan, 2001

Academic Experience: Postdoctoral Fellow & Lecturer, American Studies & Ethnicity, Race, & Migration, Yale University, 2006-07; Adjunct Lecturer in Anthropology, Vassar College, 2005-06

Overseas Experience: fieldwork in Amman, Jordan; Damascus, Syria; Cairo, Egypt

Outreach: “After Malcolm: Writing African American Muslim Intellectuals into American and Islamic Intellectual Histories,” *Jadiliyyah*, February 15, 2014, “Peter King, Your Hearings Aren’t Just Bigoted; They Are Making Things Worse” *Christian Science Monitor*, March 10, 2011; Radio interviews on NPR

Language(s): Arabic (5); Urdu (speaking, basic reading); Punjabi (speaking)

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: Islam in the United States; Documentary Film in a Global Age; Islam in the American Imagination; Muslim Diasporas in America, Transnational History of Islam in America, Anthropology of Islam, Interrogating the Crisis of Islam

Research/Teaching Specialization: Race and religion in American Muslim communities; global debates about the reform of Islam; pedagogical networks linking American mosques to the intellectual centers of the Middle East; cultural history of the Quran in the US, ethnographic and documentary film

Recent Publications: *Destination Tradition: American Islam and the Crisis of Authority*, New York University Press (forthcoming); *Islam is a Foreign Country: American Muslims and the Global Crisis of Authority* (2013), “Islamic Education in the United States: Debates, Practices, Institutions” (co-authored with R. David Coolidge) in *The Cambridge Companion to American Islam* (Cambridge University Press, 2013); “Reclaiming Tradition” in *Anthrohistory: Unsettling Knowledge and the Question of Discipline* (2010)

Dissertations/Theses Supervised in Past Five Years: 5 Ph.D.; 2 master theses

Distinctions: Yale MacMillan Director’s Research Award/Fellowship in International and Area Studies, 2014-16; Luce Foundation Research Award (with co-PI Inderpal Grewal) “Surveillance, Religion, & Gender,” 2014-16; Samuel & Ronnie Heyman Prize for Outstanding Scholarly Publication 2013-14; MacMillan Center, Kempf Award, 2013-14; Columbia University, Center for the Study of Social Difference, Gender, Religion, and Law Fellowship; 2013-14, Yale Women Faculty Forum Public Voices Thought Leadership Fellowship, 2012-13

GRIFFEL, FRANK: Professor (Tenured), Department of Religious Studies, Appointed 2000

Education: Ph.D., Free University of Berlin 1999; M.A., Free University of Berlin 1995; University of Damascus, Syria 1990-91; University of Göttingen 1987-90

Academic Experience: Chair of Yale CMES, 2011- 2017; Acting Chair of Yale CMES, 2008, 2010; Associate Chair Yale CMES, 2008-2010; Associate Professor of Islamic Studies, Yale, 2006-08; Director of Undergraduate Studies in the Department of Religious Studies, Yale University, 2002-2003; Assistant Professor of Islamic Studies, Yale, 2000-06

Overseas Experience: Syria, Turkey, Israel/Palestine, Lebanon (e.g. Research Fellow Orient Inst Deutsche Morgenländische Gesellschaft, Beirut, 1999-00), Germany, UK, Steering Committee of "Intellectual Encounters"

Outreach: "Please Explain: Shari'a (Islamic Law)." Guest at the Leonard Lopade Radio Show, November 2, 2007; "Islam in America: Problems and Opportunities." Talk given at The Whitney Center in New Haven, CT September 24, 2007; "Muhammad Cartoons: Blasphemy, Islam, and the Free Press." A panel discussion organized by the Muslim Students' Association, Yale University, February 23, 2006

Language(s): English, French 5, German 5, Arabic (Modern Standard) 5, Persian, Hebrew (Modern), Italian, Greek (Modern), Russian, Latin

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Salafiyya Movement in Islam; Islam and Modernity; The Life and Thought of Ibn Taymiyya; Islam Today: Jihad and Fundamentalism; Islamic Theology and Philosophy; Al-Ghazali & his Impact on the Islamic Thoughts; Al-Ghazali and Maimonides

Research/Teaching Specialization: Classical & Modern Muslim theology, Arabic philosophy; Intellectual history of Islam; Al-Ghazali's contributions to Islamic theology & philosophy

Recent Publications: "On the Character, Content, and Authorship of the *Itmām Tatimmat Šiwān al-ḥikma* and the Identity of the Author of the *Muntakhab Šiwān al-ḥikma*." *Journal of the America Oriental Society*, 2012; "Al-Ghazālī's Use of 'Original Human Disposition' (*fiṭra*) and Its Background in the Teachings of al-Fārābī and Avicenna." *The Muslim World*, 2012; *Averroes' Maßgebliche Abhandlung*. German translation of Ibn Rushd's *Faṣl al-maqāl* with introduction and comments. Frankfurt (Germany): Verlag der Weltreligionen, 2010; *Al-Ghazālī's Philosophical Theology*. New York: Oxford University Press, 2009 (translated to Turkish as *Gazālī'nin Felsefî Kelâmi*. Istanbul: Klasik Yayınları, 2012

Dissertations/Theses Supervised in Past Five Years: 10

Distinctions: World Prize for the Book of the Year of the Islamic Republic Iran for *Al-Ghazālī's Philosophical Theology* 2011; Honorable Mention for *Al-Ghazālī's Philosophical Theology* at the Book Prize of the British Society for Middle Eastern Studies (BRISMES) 2010; Carnegie Scholar, 2007; Whitney Fellow, Yale, 2007-08

GUTAS, DIMITRI: Professor (Emeritus), NELC, Appointed 1989

Education: Ph.D. Yale University 1974; M.A./B.A. history of religions, Arabic & Islamic studies, Yale University, 1969

Academic Experience: Professor of Arabic and Islamic Studies, University of Crete, 1985-1989; Assistant and Associate Professor Arabic and Islamic Studies, Yale University, 1976-1985; Research Director, Smithsonian Institution Project, Cairo, Egypt, 1975-1976

Overseas Experience: Numerous extended research visits to the Middle East; Egypt

Language(s): Arabic 5, Greek 5, Latin 5, Persian 5

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Intro to Classical Arabic & Islamic Studies; Arabic Seminar; Arabic Text Critique & Editorial Technique; Philosophy of Avicenna

Research/Teaching Specialization: Medieval Arabic & intellectual tradition in Islamic civilization; classical Arabic; transmission of Greek scientific & philosophical works into Islamic world; Graeco-Arabic translation movement; Ibn Sina

Recent Publications: *Theophrastus, On First Principles*. Greek Text and Medieval Arabic Translation (ed. & translated, 2009); “The Study of Arabic Philosophy in the Twentieth Century. An Essay on the Historiography of Arabic Philosophy” in *British Journal of Middle Eastern Studies* (2002); “The Heritage of Avicenna: The Golden Age of Arabic Philosophy, 1000 - ca. 1350,” in *Avicenna and His Heritage* (2002)

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Greek Society of Letters Honorary Award for the Study of Civilization, 2002; American Philosophical Society Grant ,1981, Fullbright Fellowship, 1984-1985; American Philosophical Society Grant, 1981; Smithsonian Grant, 1975-1976, 1978

HARLEY, FELICITY: Lecturer (non-tenured), Yale Divinity School, Appointed 2014

Education: PhD, University of Adelaide, Australia; B.A. University of Adelaide, (Classical Studies)

Academic Experience: 2011-14 Gerry Higgins Lecturer in Medieval Art History: The University of Melbourne; 2006-11 Lecturer in Medieval Art History: The University of Melbourne; 2009-10 Adjunct Lecturer: United Faculty of Theology, Melbourne College of Divinity; 2005 Research Assistant: Department of Art History, La Trobe University; 2003 Course Examiner: Centre for European Studies, The University of Adelaide (U of Ad); 2001-02 Education Officer, Museum of Classical Archaeology, University of Adelaide

Overseas Experience: Research Fellow, British School in Rome, 2005

Language Proficiency: Italian, French, Latin

Percentage of Time Devoted to ME Studies: 25%

Middle East Studies Taught: The Cult of Saints in Early Christianity and the Middle Ages, Early Christian Archaeology, Early Christian Art and Architecture

Research/Teaching Specializations: Material Culture of late antiquity; early Christian and Medieval History

Recent Publications: Ernst Kitzinger and the Making of Medieval Art History, co-edited with Henry Maguire (Warburg Institute Colloquia, University of London, 2017); ‘Ernst Kitzinger and Medieval Art History’, with Henry Maguire, in *Ernst Kitzinger and the Making of Medieval Art History*, eds. F. Harley-McGowan & H. Maguire (Warburg Institute, University of London: 2017); ‘From London to the Antipodes: the peregrinations of Ernst Kitzinger and the age of transformation’, in *Ernst Kitzinger and the Making of Medieval Art History*, eds. F. Harley-McGowan & H. Maguire (Warburg Institute, University of London: 2017); ‘The Magi and the Manger: Imaging Christmas in Ancient Art and Ritual’, with Andrew McGowan, *The Yale ISM Review* 3.1 (Fall 2016), <http://ismreview.yale.edu/article/the-magi-and-the-manger-imaging-christmas-in-ancient-art-and-ritual-2/>; ‘Crucifixion’, and ‘Shepherd’, entries in P. C Finney (ed), *Encyclopaedia of Early Christian Art and Archaeology*, (Michigan: Eerdmans, 2016), vol. I 379-380, vol. 2 498-9; ‘From Victim to Victor: Developing an Iconography of Suffering in Early Christian Art’, in Lee Jefferson and Robin Jensen (eds), *The Art of Empire: Christian Art in its Imperial Context* (Fortress Press, 2015), 115-158; ‘“Urgent Reflections on the Present”: Teaching Medieval Art History with the Cultural Collections’, in Alison Inglis (ed), *Cultural Treasures Festival Papers* vol. 1 (Melbourne: Melbourne University, 2014), 43-54; ‘The Maskell Passion Ivories and Greco-Roman art’, in J. Ni Ghrádaigh, J. Mullins & R. Hawtree (eds), *Envisioning Christ on the Cross in the Early Medieval West (ca. 500-1200)*, Proceedings of Croch saithir conference, University College Cork, March 2010 (Dublin: Four Courts Press, 2013), 13-33; ‘The Constanza Gem and the development of crucifixion iconography in late antiquity’, *Gems of Heaven: Recent Research on Engraved Gemstones in Late Antiquity AD 200-600*, Proceedings from the Byzantine Conference at the British Museum, March 2009, eds Christopher Entwistle & Noel Adams. Volume 177 of BMP Research Publication (London: British Museum Press, 2012), 214-220; ‘Death is swallowed up in Victory: scenes of death in early Christian art and the emergence of crucifixion iconography’, *Cultural Studies Review* (Special Issue, ‘The Death Scene: Perspectives on Mortality’), 17.1 (March 2011), 101-24.

HAYES, CHRISTINE: Robert F. & Patricia R. Weis Professor of Religious Studies in Classical Judaica (Tenured), Department of Religious Studies, Appointed 1996

Education: Ph.D. Talmudic & Judaic Studies, University of California, Berkeley 1993; M.A. with distinction, University of California, Berkeley 1988; B.A. Study of Religions, Harvard University 1984

Academic Experience: President, Association for Jewish Studies, 2017- Present; Chair of the Department of Religious Studies, Yale University, 2011 – present; Associate Professor, Yale University, 1999-2002; Assistant Professor, Yale University, 1996-99; Assistant Professor Hebrew Studies, Princeton University, 1993-1996; Instructor, Yale University, 1993; Teaching Assistant and Instructor (UC Berkeley), 1989,1991; Affiliated Scholar, Center for Jewish Law and Contemporary Civilization, Cardozo Law School, 2009-Present; Affiliated Fellow, The Tikvah Center for Law and Jewish Civilization, New York University, 2009-Present

Overseas Experience: Hebrew University, Jerusalem, 1987-88

Language(s): Ancient: Biblical Hebrew reading 4; Biblical & Talmudic Aramaic reading 4; Koine Greek (reading). Modern Hebrew 4; French 4; German (reading); Some Persian

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Rabbinic Texts, Judaism: Continuity & Change; Rabbinics Research Seminar; Midrash: Exodus 32 and Its Midrashic Development; Introduction to the Old Testament

Research/Teaching Specialization: Talmudic-midrashic studies; Rabbinic studies; History and literature of Judaism in late antiquity; Legal theory; Biblical exegesis in antiquity; Medieval Jewish exegesis

Recent Publications: *The Epistemology and Metaphysics of Talmadic Humor*, (In-Progress); *What's Divine About Divine Law? Early Perspectives*, Princeton University Press, 2015; *Introduction to the Bible*. Yale University Press, 2012; "Legal Realism and Sectarian Self-Fashioning in Jewish Antiquity," in *Sects and Sectarianism in Jewish History*, University College London, 2011; *The Emergence of Judaism: Classical Traditions in Contemporary Perspectives*. Fortress Press, 2010

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Jordan Schnitzer Award, 2016; PROSE Award, Professional and Scholarly Publishing, 2016; National Jewish Book Award, 2016; Mellon Supplemental Fellowship, 2009; Sidonie Miskimin Clauss Prize for Teaching Excellence in the Humanities, 2005; Mellon New Directions Fellowship, 2005-06; National Jewish Book Award finalist, Oxford University 2002; Hilles Publication Grant, 2001

HEVER, HANNAN: Jacob and Hilda Blaustein Professor of Hebrew Language and Literature, Comparative Literature Department, Judaic Studies Program, Appointed 2013

Education: Ph.D., Hebrew Literature, Hebrew University of Jerusalem, 1984; B.A., Hebrew Literature and Philosophy, Hebrew University of Jerusalem, 1978

Academic Experience: Blaustein Professor, Yale University 2013 – present; Visiting Professor, Jewish Theological Seminary, New York, 2012; Visiting Professor, Columbia University, 1999, 2002, 2003 & 2007; Chair, Hebrew Literature Department, Hebrew University of Jerusalem; Full Professor, Hebrew University of Jerusalem, 2001; Chair, Department of Poetics & Comparative Literature, Tel Aviv University, 1999; Assistant then Associate Professor, Department of Poetics & Comparative Literature, Tel-Aviv University, 1989–96 & 1997

Overseas Experience: Study and teaching in Israel

Language(s): Hebrew, Yiddish, English, German

Percentage of Time Dedicated to Middle East Studies: 100 %

Middle East Studies Courses Taught: Hebrew Modernist Poetry; Modern Hebrew Poetry; Cultural Study of Israel; Hebrew Allegory as Cultural Critique; Jewish and Arabic Literature in Israeli Space

Research/Teaching Specialization: Cultural history of Modern Hebrew poetry and prose, the history of critical theory, Postcolonial readings of Modern Hebrew literature, theory of cultural and literary critique

Recent Publications: *The Politics of Trauma in the Israeli Literature*, Magnes Publishing House, 2017; *To Inherent the Land, To Conquer the Space: Suddenly the Sight of Ware: Violence and Nationalism in the Hebrew Poetry of the 40's*, Stanford University Press, 2016; *The Birth of Hebrew Poetry in Eretz Yisrael*, Mosad Bialik, 2015; *Nativism, Zionism and Beyond, Three Essays on Nativist Hebrew Poetry*, Syracuse University, 2014; “The Crisis of Responsibility in S. Yizhar’s ‘The Prisoner’” in *Captives*, Van Leer Jerusalem Institute, Zalman Shazar Center, 2014; *With the Power of God: Political Theology in Modern Hebrew Literature*, Van-Leer Institute & Hakibbutz Hameuchad Publishing House, 2013; “A New Israeli Discourse: On the 25th Anniversary of Anton Shammas’ Arabesques.” In *Theory and Criticism*, 2013; “‘Deportation Does not Solve Anything’—on ‘Khirbet Khizeh’ by S. Yizhar” in *Textures, Culture, Literature, Folklore*, 2013

Dissertations/Theses Supervised in Past Five Years: 3

Distinctions: Lea Goldberg Award, best book on the study of Hebrew Poetry, 2001; Avraham Kariv Award for Literary Criticism, Haifa Municipality, 1995; Lady Davis Fellowship, 1986–87; Jewish Memorial Fund, 1983; Wolf Fund, National Academy of Science, 1989-92

HOFFMAN, ADINA: Essayist and Biographer

Education: B.A. Wesleyan University, 1989;

Academic Experience: Visiting Professor, Wesleyan University; Visiting Professor, Middlebury College;

Overseas Experience:

Outreach: London Jewish Book Week, 2017; Vox Table, *On Till We Have Built Jerusalem: Architects of a New City*, 2016; Windham Campbell Prizewinner Reading, 2013; Vox Tablet, *On Sacred Trash*, 2011;

Language(s):

Percentage of Time Dedicated to Middle East Studies: %

Middle East Studies Courses Taught:

Research/Teaching Specializations: modern middle east, juxtaposition of personal and political histories; non-fiction and biography

Recent Publications: *Till We Have Built Jerusalem: Architects of a New City* (Farrar, Straus & Giroux, 2016); *The L-Word*, The Nation, 2015; *Salam Cinema*, The Nation, 2013; *Sacred Trash: The Lost and Found World of the Cairo Geniza* (Schocken / Nextbook, co-author, 2011); *My Happiness Bears No Relation to Happiness: A Poet's Life in the Palestinian Century* (Yale University Press, 2009); *House of Windows: Portraits from a Jerusalem Neighborhood* (Steerforth Press and Broadway Books, 2002);

Dissertations/Theses Supervised in Past Five Years:

Distinctions: Windham Campbell Prize, 2013; American Library Association's Sophie Brody Medal for Outstanding Jewish Literature, 2012; John Simon Guggenheim Foundation Fellow, 2011; Franke Fellow, Whitney Humanities Center, 2009; Distinguished Writer in Non-Fiction, New York University, 2011; Wingate Prize, 2010

HOWORTH, JOLYON: Visiting Professor of Political Science and International Affairs, Department of Political Science and MacMillan Center, Yale University, Appointed 2002

Education: Ph.D., History, University of Reading, UK, 1971; B.A., French Studies, *Honors*, University of Manchester UK, 1966

Academic Experience: Visiting Professor of Political Science and International Affairs, Department of Political Science and Macmillan Center, Yale University, 2002-16; Professor *Emeritus* of European Studies, Department of European Studies University of Bath, UK, 2010-Present

Overseas Experience: University Professor: England, France, and Italy; Guest Lecturer: Europe, Russia, Canada, Japan, China, India, Australia, Chile, and Brazil

Outreach: Television: *BBC, ITV, A2, MSN, CBC, Canal Plus, I-Télé, France 24, Al-Jazeera*; Radio: BBC, China International Radio, Deutsche Welle, France-Info, GWBR, NPR, RFI

Language(s): English 5, French 5

Percentage of Time Dedicated to Middle East Studies: 20 %

Middle East Studies Courses Taught: NATO in the Post-Cold War World; Europe, the US and the Iraq Crisis; Comparative European and EU-US politics; Contemporary European Public Policy and Policy-Making

Research/Teaching Specialization: European Security and Defense and European Identity.

Recent Publications: *Security and Defence Policy in the European Union*. Palgrave, 2007, 2nd edition, Palgrave-MacMillan, 2014; “French Defense Policy under President Hollande,” *The Military Balance 2013, International Institute for International Affairs*, 2013; “The EU & NATO after Libya and Afghanistan: The Future of Euro-US Security Cooperation,” *Yale Journal of International Affairs*, 2013; “CSDP-NATO Relations at the Crossroads: effectiveness or irrelevance?” *Strategie und Sicherheit 2013*, Vienna, 2013; “The supranational/ intergovernmental interface in CSDP decision-making,” *Cooperation and Conflict*, 2012

Dissertations/Theses Supervised in Past Five Years: 20

Distinctions: UACES prize- “Best Book on Europe 2008”; Fellow: *Royal Society for the Arts* (UK); *Chevalier dans l’Ordre des Palmes Académiques* (France)

IKRAM, SALIMA: Visiting Professor, NELC, Appointed 2017

Education: Ph.D. Cambridge University, 1993; M.Phil. 1987

Academic Experience: Visiting Professor, NELC 2017; Professor of Egyptology at American University in Cairo; She is a member of the American Academy of Arts and Sciences; Directed the Animal Mummy Project, co-directed the Predynastic Gallery project and the North Kharga Oasis Survey, and is Director of the North Kharga Oasis Darb Ain Amur Survey and the Amenmesse Mission of KV10 and KV63 in the Valley of the Kings

Outreach: Worked on several excavations in Egypt as well as in the Sudan, Greece, and Turkey

Research/Teaching Specialization: Teaching two courses: Death and Burial, and Food and Drink in Ancient Egypt Yale University; research interests include death, daily life, archaeozoology, the relationship between animals and humans, ethnoarchaeology, rock art, environmental history, experimental archaeology, and the preservation and presentation of cultural heritage

Recent Publications: “Ancient Egypt: An Introduction, Divine Creatures: Animal Mummies in Ancient Egypt.” 2005; “death and burial in ancient Egypt.” 2003; “The Mummy in Ancient Egypt: Equipping the Dead for Eternity.” 1998; “Choice Cuts: Meat Production in Ancient Egypt.”, 1995

INHORN, MARCIA: William K. Lanman Jr. Professor of Anthropology & International Affairs (Tenured), Department of Anthropology, Appointed 2008

Education: Ph.D. (Anthropology & Medical Anthropology), UC Berkeley 1991; M.P.H. (Epidemiology), UC Berkeley 1988; M.A. (Anthropology & Medical Anthropology), UC Berkeley 1985; B.A. (Anthropology & Journalism), University of Wisconsin 1980

Academic Experience: Visiting Research Professor, Monash University, Melbourne, Australia, May-June 2018; Acting Head of Studies, Anthropology, Yale-NUS College, Singapore, August 2017-May 2018; Diane Middlebrook and Carl Djerassi Visiting Professor, Centre for Gender Studies, University of Cambridge, October – December 2010; University of Bergen, Norway, Center for Women's and Gender Studies and Center for International Health, June 2006 – June 2008; Helmut F. Stern Professor, Institute for the Humanities, University of Michigan, 2007-08 (Sabbatical Fellowship); Professor, with Joint Appointments in the Department of Anthropology, Department of Health Behavior and Health Education (School of Public Health), Program in Women's Studies, and Department of Obstetrics and Gynecology (School of Medicine), University of Michigan, Ann Arbor, MI, September 2004 – June 2008; Associate Professor, January 2001 – August 2004;

Overseas Experience: Research Professor, Center for Women's & Gender Studies & Center for International Health/Consultancies, University of Bergen, Norway, 2006-2010; Visiting Research Scholar, Department of International Studies, American University of Sharjah, United Arab Emirates, January-June 2007; Visiting Research Professor, Faculty of Health Sciences, American University of Beirut, Lebanon, January-August 2003

Outreach: "Bioethics in Islam," Radio America, Oct. 24, 2-17; "A Male Infertility Crisis is Coming. The Middle East Can Help.," New York Times, Oct. 21, 2017; "Is Iran the New Leader in Fertility Treatment?" Interview for HuffPost Live 2014; "Women, consider freezing your eggs," CNN Opinion, online, 2013; "I Am With the Uprising of Arab Women," *Slate* 2012;

Language(s): Arabic 3; Egyptian and Lebanese colloquial

Percentage of Time Dedicated to Middle East Studies: 75%

Middle East Studies Courses Taught: Culture and Politics in the Contemporary Middle East

Research/Teaching Specialization: Social impact of infertility and assisted reproductive technologies in the Middle East; Middle East gender studies; Science & technology studies; Gender & feminist theory; Masculinity studies; Religion & bioethics; Globalization & global health

Recent Publications: *America's Arab Refugees: Vulnerability and Health on the Margins*, Stanford University Press, 2018; *Cosmopolitan Conceptions: IVF Sojourns in Global Dubai*, Duke University Press, 2015; *The New Arab Man: Emergent Masculinities, Technologies, and Islam in the Middle East*, Princeton University Press, 2012. "Infertility and Assisted Reproduction in the Muslim Middle East: Social, Religious, and Resource Considerations" (co-authored) in *Facts, Views, and Visions in Obstetrics and Gynaecology*, 2012; "Why Me? Male Infertility and Responsibility in the Middle East," *Men and Masculinities*, 2012.

Dissertations/Theses Supervised in Past Five Years: Eleven, and committee member on seven other theses

Distinctions: Robert B. Textor and Family Prize for Excellence in Anticipatory Anthropology, American Anthropological Association, 2015; Middle East Distinguished Scholar, Middle East Section, American Anthropological Association, 2013; Graduate Mentor Award, Society for Medical Anthropology, American Anthropological Association, 2013; Council on Anthropology and Reproduction, Society for Medical Anthropology, Most Notable Recent Edited Collection Book Prize, for *Assisting Reproduction, Testing Genes: Global Encounters with New Biotechnologies*, American Anthropological Association, 2012

JIMENEZ-SANCHEZ, ENRIQUE: Postdoctoral Associate, Department of Near Eastern Languages and Civilizations, Yale University 2013-2016

Education: Ph.D. in Ancient Languages, Institute for Languages and Cultures of the Mediterranean and Ancient Near East, Spanish National Research Center 2013; M.A., Centro de Ciencias Humanas Y Sociales 2010; Assyriological studies at the Babylonian Collection, Yale University 2010-2011; Heidelberg University 2012-2013

Academic Experience: Lecturer Department of Near Eastern Languages and Civilizations, Yale University 2014-16; organizer of “Yale Cuneiform,” Yale Babylonian Collection 2014-16

Languages: Spanish, English, German, Hebrew

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Beginning Akkadian, Cuneiform

Research/Teaching Specialization: Babylonian Literature of the 1st Millennium BC

Recent Publications: *The Babylonian Disputation Poems*. Brill (forthcoming); *La Imagen de los Vientos en la Literatura Babilónica*. Universidad Complutense de Madrid 2013; “May the Reader not Withhold the Tablet,” in *Babel und Bibel* 9 (2016)

JOSEPH, GEORGE: Executive Director, The MacMillan Center for International and Area Studies; Director for South Asia, Office of International Affairs Appointed 2004

Education: Graduate degrees from Yale, graduate and undergraduate degrees from Washington University.

Overseas Experience: Supports the University’s engagement, strategy, and visibility across Asia other than in China, Japan, and Korea by working with deans, directors, and faculty. He also supervises support for the University’s activities in Africa, Middle East, Europe, and Latin America.

JARVIS, JILL: Assistant Professor (non-tenured), Department of French, Appointed 2016

Education: Ph.D. Princeton University, 2016; M.A. Princeton University, 2012; M.F.A. Sarah Lawrence College, 2008; B.A. Whitman College, 2001.

Academic Experience: Assistant Professor, Department of French, Yale University 2016-present; affiliated with Council of African Studies, Council of Middle East Studies; Whitney Humanities Center; Department of Comparative Literature

Overseas Experience: Fulbright scholar, Sri Lanka (2001-2002)

Research experience in Morocco, Tunisia, France, and (most extensively) Algeria

Language(s): French (fluent), Arabic (competent), Spanish (reading knowledge), Sinhala (speaking knowledge)

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Intro to Maghrebi Literatures and Cultures, Introduction to French Literary Study, French Literature in a Global Context, Postcolonial Cities, Decolonizing Memory

Research/Teaching Specialization: Aesthetics & politics of the Maghreb and the Sahara; colonialism, empire, postcolonial theory, literary theory; questions of nationalism, political violence, justice; translation practices and theories

Recent Publications: ‘Lines of Flight : Laredj and Djaout Beyond the Fiction of Terror.’ Expressions maghrébines, special issue on Tahar Djaout. Accepted and forthcoming; 2018 ‘Violence and the Politics of Aesthetics: A Postcolonial Maghreb Without Borders,’ coauthored with Brahim El Guabli. Introduction to co-edited special volume of the same title. The Journal of North African Studies vol. 23, nos. 1-2, January-March 2018; 2016 ‘Inheriting Assia Djebar,’ coauthored with Anjali Gunaratne. Introduction to special collection of essays dedicated to Assia Djebar. PMLA 131.1 (2016), pp. 116-124; *Untranslatable Justice: The Politics of Fiction in the Postcolony (Algeria 1962-2001)*; ‘Inheriting Assia Djebar,’ (with Anjali Gunaratne), PMLA, 2016; *Remnants of Muslims: Reading Agamben’s Silence* New Literary History, 2014

JENKINS, Sir JOHN: Senior Fellow, Jackson Institute of Global Affairs, Yale University. Appointed 2016
Education: Ph.D. Cambridge University 1980; B.A. Cambridge University
Academic Experience: Executive Director of the International Institute for Strategic Studies – Middle East, Bahrain 2015-present; Foreign and Commonwealth Office 1980-2015
Languages: English, Arabic, Burmese
Percentage of Time Dedicated to Middle East Studies: 50%
Middle East Studies Courses Taught: Geo-Politics of the Gulf
Research/Teaching Specialization: Diplomat and Ambassador to Saudi-Arabia 2012-15; Libiya 2011; Iraq 2009-11; Syria 2006-2007

KASTEN, ULLA: Associate Curator (Retired), Yale Babylonian Collection, Yale University, Appointed 2000 – 2016; Visiting Scholar, CMES, 2016 - Present
Academic Experience: Associate Curator, Yale Babylonian Collection, Yale University, 2000–2016; Museum Editor and Conservator, Yale Babylonian Collection, Yale University, 1974–2016, Registrar, Yale Tell Leilan Project 1988-2010
Language(s): English, German, Danish, French, Italian
Outreach: Pier Summer Institute for Educators lecture on Ancient Cities 2016; Pier Summer Institute for Educators lecture on Women’s Rights in the Ancient Near East 2017
Percentage of Time Dedicated to Middle East Studies: 100%
Recent Publications: *Sumerian Literary and Historical Inscriptions* (editor) Yale University Press 2018; *Catalogues of the Babylonian Collections at Yale* (editor), vols. 1-5, CDL Press 1994-2016; *Breath of Heaven, Breath of Earth*. Hallie Ford Museum of Art, Salem, Oregon, 2013; *Echoes of Egypt*, Yale Peabody Museum, New Haven, 2013; *Antes del diluvio: Mesopotamia 3500-2100 a.c.*, Obra Social “La Caixa”, Barcelona 2012; *Homo Sapiens. La grande storia della diversità umana. Catalogo della mostra*, Rome 2011; *Visible Language: Inventions of Writing in the Ancient Middle East and Beyond*, Oriental Institute of the University of Chicago, 2010; Exhibitions: *Breath of Heaven, Breath of Earth: Ancient Near Eastern Art from American Collections* (participant), Hallie Ford Museum at Willamette University, Salem, Oregon, 2013; *Echoes of Egypt* (participant), Yale Peabody Museum, 2013–2014; Exhibit at the National Museum in Muscat (participant), Oman, 2013; Created a photo-exhibit for the American Consulate in Basra, Iraq, 2013; *Antes del Diluvio: Mesopotamia 3500-2100 a.c.* (participant), Caixaforum, Madrid, 2013; *Abans del Diluvi* (participant), Caixaforum Gallery, Barcelona, 2012–2013

KHABOOR, MARWA: Program Coordinator & Registrar, Appointed 2014
Education: Diploma in Computer Engineering, 2009; B.S. Computer Science, University of Mosul, 2008
Academic Experience: Program Coordinator & Registrar, Yale University, 2016- present; Web Developer, User Experience & Web Services, ITS, 2014-2016; New Board of Education, High school teacher 2012-2013; Consultant Arabic tutor, Yale University, 2012 -2013
Language(s): Arabic, English, Turkish, Persian (basic), Kurdish (basic)
Distinctions: CIO Spot Award in recognition and grateful appreciation for delivering world-class customer service and going beyond the call of duty, Yale ITS, 2015; CIO Spot Award in recognition and grateful appreciation for exceptional collaboration, cross-team cooperation and world-class service, Yale ITS, 2014

KHAWAJA, NOREEN; Assistant Professor, Religious Studies, Yale University, Appointed 2012;
Education: Ph.D., Yale University, 2012; B.A., Williams College, Magna Cum Laude, 2005;
Academic Experience: Visiting Professor, Ecole des Hautes Etudes en Sciences Sociales, Paris, 2015; Visiting Student, Albert-Ludwigs Universität Freiburg, 2010; Visiting Student, UC Berkeley, 2005;
Outreach: Humanities Publicity Committee, Islamic Studies Search Committee, Graduate Admissions Committee;
Language(s): German, French, Ancient Greek, Mandarin Chinese, Classical Chinese, Danish
Percentage of Time Dedicated to Middle East Studies: 25%
Middle East Studies Courses Taught: Proseminar Study of Religion Authenticity, Religion and the Enlightenment, The Death of God, Existentialism, Martin Heidegger, Approaches to the Study of Religion, Methods and Theory, Problems of Secularization
Research/Teaching Specializations: 19th and 20th century European intellectual history, and particularly on the shifting status of religious ideas and norms in late modernity; the fate of metaphysics, the relation between critique and reform, the nature of realism, as well as the philosophical, historical, and aesthetic features of the secular
Recent Publications: The Religion of Existence: Asceticism in Philosophy from Kierkegaard to Sartre (*University of Chicago Press*, 2017); “Father Kierkegaard,” *Kierkegaard Yearbook*, (2016); “Religious Truth and Secular Scandal,” *Philosophy Today* (2015); “Heidegger’s Kierkegaard: Philosophy and Religion in the Tracks of a Failed Interpretation,” *Journal of Religion* (2015); “Intensity/Extensivity,” *Kierkegaard’s Concepts*, (2013);
Distinctions: 2015-2016, Whitney Humanities Center Fellow (Yale); 2015, Hilles Research Grant (Yale); 2014, Griswold Faculty Research Grant (Yale); 2013-2014, Morse Junior Faculty Research Fellowship (Yale); 2011-2012, Whiting Dissertation Completion Fellowship; 2010-2011, G.J. Lieberman Fellow in the Humanities (Stanford); 2010, DAAD Visiting Research Fellow (Freiburg, Germany); 2009, Centennial Teaching Award (Stanford); 2009, Graduate Research Opportunity Grant (Stanford); 2009, Summer Fellow, The Kierkegaard Library (St. Olaf College); 2008–2010, Ric Weiland Graduate Fellowship (Stanford); 2005–2006, Andrew W. Mellon Fellow in Humanistic Studies

KHOSHNOOD, KAVEH: Associate Professor (Non-Tenure), School of Public Health, Appointed 2011

Education: Ph.D., Yale School of Public Health 1995; M.P.H., Yale School of Public Health 1989; B.S. Loyola College 1987

Academic Experience: Associate Research Scientist, Yale School of Medicine, 1995/1999; Associate director, "Law, Policy, Ethics Core, Center for Interdisciplinary Research on AIDS", Yale University, 2006-2012; Program Director, BA-BS/MPH Program in Public Health at Yale University, 2006-Present; Program Director, Global Health Studies at Yale College, 2010-Present;

Overseas Experience: Conducting research and research training activities as well as mentoring researchers from Iran, Jordan, Lebanon, Afghanistan and China; Investigator for an evaluation study of a parenting program for families in Palestinian refugee camps in Beirut; Principal investigator of a research ethics training and curriculum development program with Central South University, Changsha, China; Principal Investigator of a Faculty development program with the Royal Institute of Health Sciences, in Bhutan. Member of the Advisory Board - Middle East Research Ethics Training Initiative (MERETI) funded by Fogarty International Center

Outreach: Interview with Radio program Queens University on Violent Conflict and Health in Jan 2014; Presentation to student interns at Iran Human Rights Documentation Center on Violent Conflict and Health, 2013. Board member, Iran Human Rights Documentation Center, Board member, Integrated Refugees and Immigrant Services (IRIS), New Haven, CT, USA

Languages: Persian 5

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Global “*Responding to Violent Conflict: Epidemiological Methods & Public Health Interventions*” which focuses on how epidemiological methods are applied to understand specific health consequences of violent conflicts, including infectious diseases, mental health, maternal/child health, and chronic health problems. The course has a focus on the Middle East and North Africa region

Research/Teaching Specialization: Infectious disease epidemiology, Prevention of HIV/AIDS in resource limited settings and with refugees and other forcibly displaced populations; Global health; violent conflict and public health consequences; Research methods and ethics

Recent Publications: Solmaz Farmanfarmaee, Mojtaba Habibi, Mohammad Darharaj, Kaveh Khoshnood, Ali Zadeh Mohammadi & Maryam Kazemitabar (2017): Predictors of HIV-related high-risk sexual behaviors among female substance users, *Journal of Substance Use*, DOI: 10.1080/14659891.2017.1378739; Fatima Alzyoud, Ahlam Sh Al- Natour, Kaveh Khoshnood, Arwa Oweis. Exposure to Verbal Abuse and Neglect during Childbirth among Jordanian Women. *Midwifery*, In Press; Mojtaba Habibi, Solmaz Farmanfarmaee, Mohammad Darharaj, Kaveh Khoshnood, Joshua J. Maticcotta, Jane O’Bryan. Predictors of HIV Risk Behavior in Iranian Women Who Inject Drugs. *Journal of Drug Issues*. First published date: February-13-2017. Pages 1-14. DOI:

10.1177/0022042617693383; [Clark KA](#), [Keene DE](#), [Pachankis JE](#), [Fattal O](#), [Rizk N](#), [Khoshnood K](#). A qualitative analysis of multi-level barriers to HIV testing among women in Lebanon. *Cult Health Sex*. 2017 Feb 13:1-15. doi: 10.1080/13691058.2017.1282045. [Epub ahead of print]; Robert Heimer, Russell Barbour, Danielle Khoury, Forrest W Crawford, Fatma Shebl, Elie Aaraj, Kaveh Khoshnood. HIV Risk, Prevalence, and Access to Care among Men Who Have Sex with Men in Lebanon. *AIDS Research and Human Retroviruses*. *AIDS Res Hum Retroviruses*. 2017 May 25. doi: 10.1089/AID.2016.0326. [Epub ahead of print]. PMID: 28540733

Dissertations/Theses Supervised in Past Five Years: Over 50 Master of Public Health Students, some Medical students, Nursing students and Yale College students; Dissertation advisor of a few Ph.D. students at Yale & abroad

Distinctions: Teacher of the Year Award, Yale School of Public Health, 2003; The Surgeon General’s Certificate of Appreciation, 2001; New Board of Aldermen Official Citation and Certificate of Appreciation, 2001; Martin L. King Community Service Award Presented by Dean of Medical School, 1993

KIERNAN, BENEDICT: A. Whitney Griswold Professor of History; Director, Genocide Studies Program; Tenured; Appointed 1990

Education: PhD Monash University, 1983; BA Monash University, 1975

Experience: Dir. of Undergrad. Studies, Southeast Asia Studies; Founding Dir., Cambodian Genocide Prog., 1994-99; Convenor, Yale East Timor Project, 2000-02; Ed. Boards: *Critical Asian Studies* 1983-present, *Human Rights Rev.* 1999-present, *J. of Genocide Research* 1999-present, *J. of Human Rights* 2002-present; Professorial Fellowship, Univ. of Melbourne

Field Experience: Cambodia

Language Proficiencies: French 3, Khmer 3

Percentage of Time Dedicated to Middle East Studies: 5%

Courses: Genocide: History & Theory; Directed Research: Philosophy of Crimes Against Humanity

Research/Teaching Specializations: Genocide history, Cambodian history, Pol Pot Regime

Recent Publications: *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. 2009; *The Pol Pot Regime: Race, Power and Genocide in Cambodia under the Khmer Rouge, 1975-1979*, 3rd ed. Yale Univ. Press, 2008; *Genocide and Resistance in Southeast Asia: Documentation, Denial and Justice in Cambodia and East Timor*. Transaction Publishers, 2007; *How Pol Pot Came to Power: Colonialism, Nationalism, and Communism in Cambodia, 1930-1975*. Yale Univ. Press, (1985) 2004; B. Kiernan & R. Gellately. *The Specter of Genocide: Mass Murder in Historical Perspective*. Cambridge Univ. Press, 2003; "Conflict and Change in Cambodia." *Critical Asian Studies* 34.4 (2002)

Dissertations/Theses Supervised During Past 5 Years: 6

Distinctions: Nonfiction Book of the Month Prize/Die Sachbücher des Monats, Süddeutsche Zeitung & NDR Kultur, 2009; Sybil Halpern Milton Mem. Book Prize 2007-08; US German Studies Assoc. Gold Medal, Best Book in History, Independent Publishers Assoc., 2008; *Critical Asian Studies* Prize; H. F. Guggenheim Fdn. Res. Award; Natl. Federation Fellow., Australian Res. Council (declined); Horace W. Goldsmith Fellow., Natl. Humanities Ctr.; Inaugural S.T. Lee Vis. Fellow., Univ. of Sydney; Camargo Fdn. Fellow., France; Vis. Fellow., Long Room Hub, Trinity Coll. Dublin; Jan Randa Vis. Fellow., Australian Ctr. for Jewish Civ., Monash Univ.; Amer. Council of Learned Socs. Fellow.; Rockefeller Fdn. Bellagio Fellowship; Bogliasco Fdn. Fellow., Liguria Study Ctr.; Fellow., Davis Ctr. for Hist. Studies, Princeton

KOCHER, MATTHEW ADAM: Lecturer, Department of Political Science and the Jackson Institute, Yale University, Appointed 2008

Education: Ph.D., University of Chicago 2004; M.A., University of Chicago 1997; B.A., Philosophy and Political Science, Reed College 1993

Academic Experience: Lecturer, Department of Political Science & the Jackson Institute, Yale University, 2003-04; Assistant Professor, Division of International Studies, CIDE, Mexico 2004-08; Adjunct Lecturer, Department of Political Science, University of Notre Dame, 2003

Overseas Experience: Mexico, Turkey, Morocco

Outreach: Contributor to the collective blog Political Violence @ a Glance

Language(s): Spanish 5, French 4, Turkish 2, German 2

Percentage of Time Dedicated to Middle East Studies: 15%

Middle East Studies Courses Taught: Violence: State and Society; International Security; Ethnicity and Nationalism in Politics; State Formation in the Developed and Developing World; The Rise and Decline of Empires

Research/Teaching Specialization: Political violence; Causes and internal dynamics of civil wars and other violent social processes

Recent Publications: “Aerial bombing and counterinsurgency in the Vietnam War” (co-authored). *American Journal of Political Science*, 2011; “Violence and control in Vietnam: an analysis of the Hamlet Evaluation System (HES)” (co-authored). *Journal of Peace Research*, 2009; “How free is free-riding in civil wars? Violence, insurgency, and the collective action problem” (co-authored). *World Politics*, 2007

Dissertations/Theses Supervised in Past Five Years: 25 (undergraduate)

Distinctions: American Political Science Association (APSA), Comparative Politics Section, *Sage Paper Award*; APSA Comparative Politics Section, *Gregory Luebbert Article Award* for the best professional article in comparative politics published in 2007 or 2008, co-winner in 2009; *Journal of Peace Research Article of the Year Award*, 2009 co-winner

KÖKER, TOLGA: Senior Lecturer (Non-Tenured), Department of Economics, Appointed 2006

Education: Ph.D., University of Southern California 2004; M.A., Honors, University of Southern California 1995; M.A., University of Pittsburgh 1992; B.A., Honors, Middle East Technical University 1989

Academic Experience: Senior Lecturer of Economics, Yale, July 2009-present; Lecturer of Economics, Yale, 2006-09; Visiting Assistant Professor of Economics, Hamilton College, 2004-06; Harvard University, Post-Doctoral Fellow, Council on Middle East Studies, 2005-06, Visiting Instructor of Economics, Hamilton College, 2001-04; Visiting Instructor of Economics, Binghamton U-SUNY, 2000-01; Instructor of Economics, University of Southern California, Summer 1997

Overseas Experience: Turkey

Outreach: “Turkish Involvement in Iraq: A Harbinger of Peace or More Conflict?” *Boston Globe* (online), October 11, 2004; Guest speaker on “The G-8 Summit of 2004,” Turkish Broadcasting, 2004

Research/Teaching Specialization: Introductory Micro and Macroeconomics, International Trade

Recent Publications: “Microfinancing Terrorism” (co-authored) in *State of Corruption, State of Chaos: The Terror of Political Malfeasance*. Lexington Books, 2008; “Lessons in Refugeehood: The Experience of Forced Migrants in Turkey” (co-authored) in *Crossing the Aegean: Assessing the Consequences of the 1923 Exchange of Populations Between Greece and Turkey*. Berghahn Press, 2003

Distinctions: Special Award for Outstanding Teaching, University of Southern California, 2000; Outstanding Teaching Asst Award, University of Southern California, 1997

KOLBET, PAUL: Lecturer in Early Christianity

Education: Ph.D. University of Notre Dame; M.A. University of Notre Dame; S.T.M. Yale Divinity; M.Div Yale Divinity School;

Academic Experience: Professor, University of Notre Dame; Boston College;

Outreach: Co-Chair of the Augustine and Augustinianisms Group of the American Academy of Religion

Middle East Studies Courses Taught:

Research/Teaching Specializations: Christian strategies for coping with state-sponsored torture to contemporary Christian realism, issues of national security, torture, and Augustinian realism,

Recent Publications: *Augustine and the Cure of Souls: Revising a Classical Ideal* (University of Notre Dame Press, 2010); *The Harp of Prophecy: Early Christian Interpretation of the Psalms* (University of Notre Dame Press, 2015)

KRAUS, NICHOLAS:

Education: Ph.D., Yale University, 2019, NELC; M.A., University of Toronto, 2013; B.A. University of British Columbia in Vancouver, 2011;

Academic Experience: Yale Teaching Fellow

Language(s): Akkadian

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Elementary Akkadian

Research/Teaching Specializations: School texts and the scribal curriculum in the Sargonic period (c. 2350-2200 BCE)

KRONMAN, ANTHONY: Sterling Professor of Law (Tenured), Yale Law School, Appointed 1978

Education: J.D., Yale Law School 1975; Ph.D., Yale University 1972; B.A., Williams College 1968

Academic Experience: Sterling Professor of Law, 2004 - Present; Dean, Yale Law School, 1994 - 2004; Edward J. Phelps Professor of Law, Yale Law School, 1985 - Present; Professor of Law, Yale Law School, 1979-85; Visiting Associate Professor of Law, Yale Law School, 1978-79; Assistant Professor of Law, University of Chicago, 1976-1978; Associate Professor of Law, University of Minnesota Law School, 1975-76

Overseas Experience: Board of Director, Tel Aviv University Law School Faculty International Board of Trustees, 2002-Present

Outreach: Served on the board of various non-profit organizations including the Foote School in New Haven, Yale University Press, and the Slifka Center for Jewish Life at Yale

Percentage of Time Dedicated to Middle East Studies: 5%

Middle East Studies Courses Taught: Law and Religion; Undergraduate: Philosophy, Literature

Research/Teaching Specialization: Contracts, bankruptcy, jurisprudence, social theory, and professional responsibility.

Recent Publications: *Education's End: Why Our Colleges and Universities Have Given Up on the Meaning of Life*, Yale University Press, 2007; *Democratic Vistas* (co-edited), Yale University Press, 2004; "The Democratic Soul," in *Democratic Vistas: A History of the Yale Law School: The Tercentennial Lectures* (edited), Yale University Press, 2004; "The Mystery of the 'But,'" Yale Law Journal, 2001; *Confessions of a Born Again Pagan*, Yale University Press, 2016

Dissertations/Theses Supervised in Past Five Years: 3 - 4

Distinctions: Member of the Board of Trustees of the American College of Greece; Member of the Council on Foreign Relations; Member of the American Academy of Arts and Sciences; Commander of the French National Order of Merit, 2004; Citation of Merit, Yale Law School, 2004; Editor, Yale Law Journal, 1974-75; Danforth Fellow, 1968-1972; Phi Beta Kappa, 1968

LASSEN, AGNETE: Associate Curator Yale Babylonian Collection, appointed 2016 and Lecturer, Near Eastern Languages and Civilizations, Yale University, appointed 2014

Education: Ph.D., University of Copenhagen 2012; M.A., University of Copenhagen 2008

Academic Experience: Kohut Post-Doctoral Associate, Yale Babylonian Collection, Yale University, 2013-2015; Post-Doctoral Associate on the project *Market and Trade in the Ancient World*, University of Copenhagen, 2012-13; Visiting Ph.D.-student at Harvard University, Department of History of Art and Architecture, 2011

Overseas Experience: Denmark, Turkey, Jordan, Syria, and Greece

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Visible Language: The Origins of Writing in Ancient Egypt and Mesopotamia; Seals and sealing in the Ancient Near East; Dress and Identity in the Ancient World; Bronze Age Textiles; Textiles and Economy

Research/Teaching Specialization: Ancient Near East Studies

Recent Publications: 2017b ‘The ‘Bull-Altar’: a representation of the god Assur?’ in: F. Kulakoğlu and G. Barjamovic (eds.) *Proceedings of the Second Kültepe International Meeting, Kültepe 27-31 July 2015*. (KIM 2). Brepols Publishers: Turnhout. (peer reviewed); 2017a ‘Salisbury’s Seals, 160 Years Later: Two Neo-Assyrian Cylinders from AOS to YBC,’ in K. Foster (ed.) *Ex Oriente Lux et Veritas: Yale, Salisbury, and Early Orientalism*. New Haven, CT, 75-78; 2015 ‘Weaving with Crescent Shaped Loom Weights. An Investigation of a Special Kind of Loom Weight,’ in: E. Andersson Strand and M.-L. Nosch (eds.) *Tools Textiles and Context. Textile Production in the Aegean and Eastern Mediterranean Bronze Age*. (Ancient Textiles Series (ATS) 21). Oxbow: Oxford, 127-137. (peer reviewed); 2014 with Mogens Trolle Larsen ‘Cultural Interaction at Kültepe,’ in M. Kozuh *et al.* (eds.) *Extraction and Control: Studies in Honor of Matthew W. Stolper*. SAOC 68. Chicago University Press: Chicago, 171-188. (peer reviewed); 2014a ‘The Old Assyrian Glyptic Style. An Investigation of a Seal Style, its Owners and Place of Production,’ in L. Atici *et al.* (eds.) *Current Research at Kültepe/Kanesh. An Interdisciplinary and Integrative Approach to Trade Networks, Internationalism, and Identity during the Middle Bronze Age*. (JCSS 4). Lockwood Press, 107-121. (peer reviewed); 2014b ‘Wool in Anatolia in the Old Assyrian Period.’ in: C. Breniquet and C. Michel (eds.) *Wool Economy in the Ancient Near East*. (ATS 17). Oxbow, Oxford. (peer reviewed).

LAWRENCE, ADRIA: Assistant Professor (Non-Tenured), Department of Political Science, Appointed 2008

Education: Ph.D., University of Chicago 2007; M.A., University of Chicago 2003; B.A., Vassar College 1995

Academic Experience: Research Fellow, MacMillan Center for International and Area Studies, Yale University, 2008 – present; Instructor of Seminar in Political Science (Preceptor), University of Chicago, 2004-05; Teaching Assistant, University of Chicago, 2002-2003

Overseas Experience: Morocco, Tunisia, France

Outreach: “Morocco’s Resilient Protest Movement,” *Foreign Policy* (online), 2012; “Election Dilemmas for Morocco’s Protest Movement,” *Foreign Policy* (online), 2011.

Language(s): French 5; Modern Standard Arabic 3; Moroccan Arabic (conversational)

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: Middle East Exceptionalism

Research/Teaching Specialization: Ethnic & Nationalist Conflict, Empire, Social Movements; State Formation; Middle Eastern & North African Politics; Authoritarianism

Recent Publications: *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire*, Cambridge University Press, 2013. “Rethinking Moroccan Nationalism, 1930-1944.” *Journal of North African Studies*, 2012; Rethinking Violence: States and Non-State Actors in Conflict (co-edited), MIT Press, 2010; “Triggering Nationalist Violence: Competition and Conflict in Uprising Against Colonial Rule.” *International Security*, 2010; “After the Credits Roll: The Long-term Effects of Educational Television on Public Knowledge and Attitudes” (co-authored). *American Politics Research*, 2009

Distinctions: Winner of the 2014 Jervis-Schroeder Best Book Award, given by the American Political Science Association's Organized Section on International History and Politics, Book named one of the best of 2013 on Foreign Policy's Middle East Channel; Belfer Center for Science & International Affairs Post-Doctoral Fellowship, Harvard University, 2007-08; Olin Institute for Strategic Studies Pre-Doctoral Fellowship, Harvard University, 2006-07; Harry Frank Guggenheim Dissertation Fellowship, 2006-07; Ford Foundation Fellow, Vassar College, 1993

LAZENBY, JAMES (MARK): Assistant Professor (Non-Tenured), Yale School of Nursing, Appointed 2012

Education: MSN, Yale School of Nursing, Oncology Nurse Practitioner Track, 2009; Ph.D., Philosophy of Religion, Boston University 2001; M.A. Theology, Fuller Theological Seminary 1990

Academic Experience: Fellow Silliman College, Yale College since 2012; Core Faculty, Council on Middle East Studies, Yale University since 2011; Assistant Professor of Divinity (Courtesy Appointment), Yale Divinity School since 2011; Assistant Professor of Nursing, Yale School of Nursing 2011-12

Overseas Experience: Fulbright Scholar at the King Hussein Cancer Center (KHCC) in Amman, Jordan, Translating into Arabic and Validating the Functional Assessment of Chronic Illness Therapy – Spirituality, 2009. Place of death in Botswana Study, Gaborone Botswana, June-August 2007; June-August 2008. Physical and Psychological Symptoms of Patients in Treatment for Cancer in Gaborone, Botswana, June 2009, July-August 2010-2013.

Outreach: “What is the role of nurse practitioners?” Letter to the Editor, *New York Times*, May 2, 2014. “APRNs will help health outcomes,” Letter to the Editor, *Hartford Courant*, April 22, 2014. Football concussions, invisible, debilitating. Op-Ed, *Hartford Courant*, November 5, 2012.

Language(s): English 5, Arabic 3, French 2, German 3, Greek 3, Latin 3, Setswana 2, Spanish 4

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: N957Evidence (10% on medical epistemology in Al-Ghazali and Ibn Cina); N615 Principles & Practice of Oncology (25% on practice of oncology in Middle East context).

Research/Teaching Specialization: Psychosocial Oncology with emphasis on Spiritual Well-being

Recent Publications: *Safe passage: A global sourcebook on spirituality at the end of life*. Oxford University Press 2014; “Current State of Palliative and End-of-Life Care Based on Home or Inpatient Facility and Urban or Rural Settings in Africa,” *Palliative & Supportive Care*, 2013; “The Emotional and Spiritual Wellbeing of Hospice Patients in Botswana,” *Journal of Palliative Medicine*, 2013; “Place of Death among Botswana’s Oldest Old.” *Omega: Journal of Death and Dying*, 2012

Dissertations/Theses Supervised in Past Five Years: 5

Distinctions: Fellow, American Psychosocial Oncology Society, 2014; Chair, Scientific Program Committee, American Psychosocial Oncology Society, 2014; Dorothy Sexton Mentor Award, Delta Mu Chapter of Sigma Theta Tau International, 2013; Ten Best Abstracts, 24th Annual Scientific Sessions of Eastern Nursing Research Society, March 30, 2012; Fulbright Traditional United States (Post-Doctoral) Scholars Research Award, 2009-10

LECKMAN JAMES: Nelson Harris Professor of Child Psychiatry, Psychology, & Pediatrics (Tenured), Yale School of Medicine, Appointed 1990

Education: M.D., University of New Mexico School of Medicine, 1973; B.A. College of Wooster 1969.

Academic Experience: Sabbatical Leave – Institute of Psychiatry University of Sao Paulo, Brazil, Sub-Department of Animal Behavior, University of Cambridge, Cambridge, United Kingdom, University of Southern Denmark, Odense, Denmark, 2011-2012; Visiting Fellow, Wolfson College, Cambridge, 1998; Nelson Harris Prof of Child Psychiatry, Psychology & Pediatrics Child Study Cent Yale School of Medicine 1990–Pres; Nelson Harris Assoc Prof of Child Psychiatry and Pediatrics (without term) Child Study Center Yale School of Med 1987–90/Assoc Prof 1983–87; Postdoc Fellow Yale School of Medicine 1976–80; Visiting Lectures: Lionel Hersov Visiting Lecturer in Glasgow, Scotland and Dublin, Ireland, Association of Child and Adolescent Mental Health, UK, 2012; Visiting Professor, University of Southern Denmark, Odense, Denmark, 2012-2016; State-of-the-Art Lecturer, International Congress, International Association of Child and Adolescent Psychiatry and Allied Professions, Paris, July 2012;

Outreach: Plenary Speaker, 20th Anniversary Symposium, German Tourette Syndrome Association, October 2012

Research/Teaching Specialization: Interaction of genes & environment in the development of the human CNS; Assessment & treatment of Tourette's syndrome; Obsessive-compulsive disorder

Recent Publications: “Exploring the individual patterns of spiritual well-being in people newly diagnosed with advanced cancer: A cluster analysis”. *Quality of Life Research*, 2016; “Spiritual care as perceived by Lithuanian student nurses and nurse educators: A national survey”. *Nurse Educator Today*, 36, 207-213, 2015; “An Advanced Practice Nurse coordinated multidisciplinary intervention for patients with late-stage cancer: A cluster randomized trial.” *Journal of Palliative Medicine*, 2015; “On the ethical issues that arise when religion and treatment collide in end-of-life decision making.” *Journal of Hospice and Palliative Nursing*, 2015; “A systematic review of associations between spiritual well-being and quality of life at the scale and factor levels in studies among patients with cancer.” *Journal of Palliative Medicine*, 2014

LEVENE, NANCY: Associate Professor of Religious Studies, Yale University, Appointed 2016;

Education: Ph.D., Harvard University, 2000; A.M., Harvard University, 1995, M.T.S. Harvard Divinity School, 1993; B.A., York University, Summa cum laude;

Academic Experience: Senior Research Scholar in Religious Studies, Yale University, 2013-2016; Associate Professor, Department of Religious Studies, Indiana University, 2004-2013; Assistant Professor, Williams College, 2000-2004;

Outreach: Member, Editorial Board, *The Immanent Frame*, the Social Science Research Council's digital forum on secularism, religion, and the public sphere, 2016; Member, Editorial Board, *Method and Theory in the Study of Religion*, 2016; Scientific Advisory Board, "Religion and Pluralities of Knowledge," Groningen, The Netherlands, 2014; Member of consulting team and author of report assessing a proposal for a new doctoral program in the study of religion at University of Texas, Austin, 2010; Member, Steering Committee, *Critical Theory and Discourses on Religion Group*, American Academy of Religion, 2008-2011; Member, Executive Council, North American Association for the Study of Religion (NAASR), 2007-2010; Conference co-organizer and presenter, "Cosmopolitanism, Postethnicity, and the New Jewish Diaspora," Indiana University, 2006;

Language(s): Latin, German, French, Hebrew

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Religion and Society

Research/Teaching Specializations: Religion and modernity, European thought and criticism, history of religion and its study, Jewish and Christian theology and philosophy, religion and social theory;

Recent Publications: *Powers of Distinction: On Religion and Modernity* (University of Chicago Press, 2017).; *Spinoza's Revelation: Religion, Democracy, and Reason* (Cambridge University Press, 2004); "Spinoza the Radical," in *Reassessing the Radical Enlightenment*, ed. Steffen Ducheyne (New York: Routledge, 2017)

"Courses and Canons in the Study of Religion (with continual reference to Jonathan Z. Smith)," *Journal of the American Academy of Religion* (2012); "Memento Mori: Gary Lease and the Study of Religion," *Method and Theory in the Study of Religion* (2009); "The Fall of Eden: Reasons and Reasoning in the Bible and the Talmud," *Philosophy Today* (2006);

Distinctions: Fellow, Whitney Humanities Center, Yale University (2017-2018); Frederick W. Hilles Publication Grant, Whitney Humanities Center, Yale University (2017); College of Arts and Sciences Trustees Teaching Award, Indiana University (2012); Election to the American Society for the Study of Religion (2011); Robert A. Borns and Sandra S. Borns Program in Jewish Studies at Indiana University Travel Grant (2007); New Frontiers in the Arts and Humanities Traveling Fellowship, Indiana University (2006); Indiana University Summer Faculty Fellowship (2005); Class of 1945 World Fellowship, Williams College (2003-2004); Charlotte W. Newcombe Dissertation Fellowship for the Study of Ethical and Religious Values (1997-98); Mellon Fellowship for Dissertation Completion (declined); Mellon Fellowship for Dissertation Research (1996-97) ; Social Science and Humanities Research Council of Canada Doctoral Fellowship (1994-1997)

LOCKHART, CLARE: Senior Fellow, Jackson Institute for Global Affairs, Appointed 2015

Education: Master in Public Administration, Kennedy School of Government, Harvard University; M.A. & B.A. in Modern History, New College, Oxford University

Academic Experience: Lectured at over 20 universities at the graduate level

Field or Overseas Experience: Afghanistan (2002-2005); Adviser, UN and Government of Afghanistan, Kabul; Adviser, Governments of Nepal, South Sudan, Kosovo, Puerto Rico, Timor Leste; Adviser, World Bank, DFID, UN, g7+

Language(s): French (near fluent), Italian (good), Farsi (fair)

Percentage of Time Devoted to ME: 50% teaching and research

Selected Courses: Effective States, Weak States and Citizens in the 21st Century; Practical Challenge in Reform Transition and Reconstruction; The Future of Afghanistan; Addressing Weak States: Internal Perspectives and International Engagement

Research/Teaching Specializations: State-building, Citizenship, Development, Institutions building

CHANGE ORDER FROM MOST RECENT TO OLDEST: Recent Publications: *“Preparing for a Syrian Transition: Lessons from the Past, Thinking for the Future”* with Ashraf Ghani in cooperation with the Legatum Institute, 2012; *“Preparing for a Syrian Transition: Trust Funds: Lessons from the Past, Thinking for the Future”* with Ashraf Ghani in cooperation with the Legatum Institute, 2013; *“Escaping the Crisis Trap: New Options for Haiti”* with Johanna Mendelson Forman in cooperation with the Legatum Institute, 2014; *“Do you hear me?”* in *Europe’s World*, Spring 2017; *“Post-Maria, Puerto Rico has chance to reimagine its future”* with David Thorpe in *The Hill*, Fall 2017; *“Fragile and conflict-affected situations and the post-2015 development agenda”* with Sam Vincent, Policy Press Chapter in *“Did the MDGs work: Meeting Future Challenges with Past Lessons”*, 2018; *“Sovereignty Strategies: Enhancing Core Governance Functions as a Postconflict & Conflict-Prevention Measure”* in *Daedalus*, the Journal of the American Academy of Arts & Sciences, Winter 2018; *“Leviathan Redux: Toward a Community of Effective States”* with Michael Miklaucic, 2016; *“Fixing US Foreign Assistance: Cheaper, Smarter, Stronger”* in *World Affairs*, Jan/Feb 2014

Distinctions: Recognized as Foreign Policy Top Global Thinker 2009 and 2010; Esquire Magazine “Best and Brightest” 2009; Member, Davos World Economic Forum Fragile States Council, 2010 and 2011, Chair of Council 2012; Young Global Leader, World Economic Forum 2001-2016

LYALL, JASON: Associate Professor of Political Science (Non-Tenured), Department of Political Science, Appointed 2010

Education: Ph.D., Cornell University 2005; B.A., Simon Fraser University 1998

Academic Experience: Assistant Professor, Yale University 2010-13; Assistant Professor, Princeton University 2005-09; Instructor, Princeton University 2004-05

Overseas Experience: Russia, Afghanistan

Outreach: Technical Advisor, Measuring Impact of Stabilization Initiatives , USAID (Afghanistan); Counterinsurgency Leaders' Course XXIII–Afghanistan (CLC-A)

Language(s): Russian, French, Nokhchiin/Chechen, Persian/Dari

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Development Under Fire; International Relations II: Research Design; International Security Field Seminar; Special Topics in International Security; Introduction to International Relations

Research/Teaching Specialization: International Security, Dynamics of Violence, Identity, Causal Inference, Russia and Afghanistan

Recent Publications: “Can Civilian Attitudes Predict insurgent Violence? Ideology and Insurgent Tactical Choice in Civil War,” *Journal of Peace Research* 54/1 (2017) [co-authored]; “Coethnic Bias and Wartime Informing,” *Journal of Politics* 77/3 (2015) [co-authored]; “Comparing and Combining List and Endorsement Experiments: Evidence from Afghanistan,” *American Journal of Political Science* 58/4 (2014) [co-authored]; “Explaining Support for Combatants During Wartime: A Survey Experiment in Afghanistan.” *American Political Science Review*, 2013; “Afghanistan’s Lost Decade,” *Foreign Affairs*, 2011; “Are Co-Ethnics More Effective Counter-Insurgents?” *American Political Science Review*, 2010

Distinctions: Air Force Office of Scientific Research (AFOSR) Grant, 2014-17 (\$1.8 million); AFOSR Minerva Grant, 2009-14 (\$1.2 million); Pi Sigma Alpha Award for Best Paper Presented at the 2012 Midwest Political Science Association, 2013; Kellogg/Notre Dame Award for Best Paper in Comparative Politics, 2008

MAGHSOUDLOU, SALIMEH: Postdoctoral Associate and Lecturer, CMES, 2016 – Present (non-tenured)

Education: Ph.D. in Arabic Studies, Islamic and Oriental Civilizations, Ecole Pratique des Hautes Etudes, Paris 2016; M.A. in Comparative Literature, Universite Sorbonne-Nouvelle (Paris 3), B.A. in Persian and French Language and Literature, University of Tehran, 2007

Academic Experience: Postdoc Associate and lecturer, CMES, Religious Studies Department, Yale University

Language(s): Persian, Arabic, French, Syriac

Percentage Time Devoted to ME: 100%

Selected Courses: Good and Evil in Islam, Sufism and Islamic Mysticism

Research/Teaching Specializations: Islamic intellectual history during the medieval period; Islamic philosophy and theology

Recent Publications: *Al-Zamakhshari: The Literary Art of the Qur’anic Commentary*, Islamic Texts Society Publishing House, London (forthcoming, July 2018); “Abu I-Husayn al-Basri’s (d.436/1044) Argument Against the Potential Infinity in His Proof of the Origination of the World” (in preparation); “Etudes des doctrines du nom dans al-Maqsad al-asna d’al-Ghazali et de leur origine theologique et grammaticale,” *Studia Islamica*, vol. 112 (2017), Numero 1, 29-75; Review of Joseph Lumbard, Ahmad al-Ghazali, Remembrance, and the Metaphysics of Love, (Sunny series in Islam) 259 pp. Albany: State University of NY Press, 2016, in *Bulletin of SOAS* (forthcoming); “Adre Du Ryer,” *Encyclopaedia Islamica* (Danes-name-ye gahan-e islam), vol. 2, Teheran, 2017 (in Persian)

MALIK, ABDUL-REHMAN: Yale World Fellow, CMES Post-Graduate Associate, Appointed 2017

Education: Intermediate/Senior Division (History and Politics), Ontario Institute for Studies in Education at the University of Toronto 1998; B.A. Hons, Political Science and Middle East and Islamic History, with Distinction, University of Toronto 1997

Academic Experience: Worked in the UK, Indonesia, Pakistan, Sudan, Mali, Canada, Singapore on various civil society and UK government funded projects

Overseas Experience: Arts and Culture, Advisor/Consultant; Selected Teaching Experience Coordinator

Outreach: Delivered three PIER sponsored outreach programs 2017-18; Currently working on a high school outreach project with Hopkins School 2017-18

Language(s): English; spoken Urdu and Punjabi

Research/Teaching Specialization: Coordinator, Youth Leadership Program, Wembley, Middlesex, UK 2003 - 04; History and Dramatic Arts Teacher, Erindale Secondary School, Mississauga, Ontario, Canada 1999 – 2003; Drama Facilitator, Toronto Responses for Youth – A City of Toronto Initiative 2001-2003; Assistant Director, Dar al Islam Foundation Teachers' Institute, Abiquiu, NM 1999-2001

Recent Publications: “The Yale Politic Journal Interview”, 2017; “Tell Stories that Heal Not Harm”, 2017; “A Moor for Our Time”, *Playbill for Othello* (Shakespeare at the Tobacco Factory & English Touring Theatre) 2017

Distinctions: Yale Greenberg World Fellow, 2017; Silver Medal, New York Festivals Best of World Radio Awards, 2017; Artist in Residence, Doris Duke Charitable Foundation, Shangri La Museum, HI 2018

MANNING, JOSEPH: William K. & Marilyn Milton Simpson Professor of Classics and History (Tenured), Department of Classics, Appointed 2008

Education: Ph.D., The University of Chicago (Egyptology) 1992; A.M., The University of Chicago, (Egyptology) 1985; B.A., The Ohio State University, (Honors, Medieval Architectural History) 1981

Academic Experience: The William Kelly and Marilyn Milton Simpson Professor of Classics and History, Yale University 2009-Present; Professor of Classics & Ancient History, 2008 - present; Senior Research Scholar, Yale Law School, 2008 - present; Assistant to Associate professorships, Stanford University 1996 - 2008; Assistant Professor, Princeton University 1993-96; Lecturer, The University of Chicago 1992-93

Overseas Experience: Paris School of Economics, Visiting Professor, 2011. 2006. 2005, 2004; Keio University, Tokyo, Visiting Associate Professor, 2005; Katholieke Universiteit, Leuven, Visiting Fellow, 2003; University of Paris II (Pantheon-Assas)-Yale Law School summer course in Law and Economics of contract and arbitration 2016, 2017, 2018

Outreach: Review of Toby Wilkinson, *The Rise and Fall of Ancient Egypt* in *The Wall Street Journal*, 2011.

Languages: Ancient languages: all stages and scripts of ancient Egyptian, Coptic, Greek, Aramaic, classical and koine Greek

Percentage of Time Dedicated to Middle East Studies: 75 %

Middle East Studies Courses Taught: Egypt and the Classical World; Alexander the Great and the Hellenistic World; Ancient Empires; The Ancient Economy; Ancient Law; Demotic Egyptian Texts; Hellenistic civilization and the Jews

Research/Teaching Specialization: Climate History, History of the Hellenistic world, Economic and Legal History, Ancient History, Egyptology, Demotic legal papyri, Greek documentary Papyrology, Ancient Egyptian languages, Coptic, Koine Greek

Recent Publications: "Volcanic suppression of Nile summer flooding triggers revolt and constrains interstate conflict in ancient Egypt," *Nature Communications* 8 (2017); *The Open Sea. The Economic life of the Ancient Mediterranean World from the Iron Age to the Rise of Rome*. Princeton University Press, 2018; “The Representation of Justice in Ancient Egypt,” *Yale Journal of Law and Humanities*, 2011; “The Ptolemaic Capture of the Thebaid,” in *Perspectives on Ptolemaic Thebes*. The Oriental Institute, 2011. *The Last Pharaohs: Egypt Under the Ptolemies, 305 – 30 BC*. Princeton University Press, 2009

Dissertations/Theses Supervised in Past Five Years: 1

Distinctions: 2008 Loeb Classical Library Foundation, Harvard University Research grant (\$10,000) to support the Ptolemais survey project

MARCH, ANDREW: Former Associate Professor (Non-Tenured), Department of Political Science, Appointed 2007; Berggruen Fellow, Edmund J. Safra Center for Ethics, Harvard University

Education: D.Phil., Oxford University 2006; M.Phil., Oxford University 2002; B.A., University of Pennsylvania 2000.

Academic Experience: Associate Professor (Non-Tenured), Department of Political Science, Appointed 2007 to 2017; Editor-in-Chief, “World Thought in Translation” Series, Yale University Press; Senior Editor, *Encyclopedia of Islam and Law* (Oxford University Press). Adjunct Professor Yale Law School and Department of Religious Studies, 2008 - present; Assistant Professor, James Madison College, Michigan State University, 2005 - 07; Lecturer in Politics, Hertford College, Oxford University 2002 - 03; Tutor in Politics, Department of Politics, Oxford University 2001 - 05.

Overseas Experience: Jordan, Syria, Egypt, U.K.

Outreach: What’s Wrong with Blasphemy?” *New York Times*, Opinionator blog, “The Stone,” September 25, 2012; “A Dangerous Mind?” *New York Times Sunday Review*, April 22, 2012; “Poppies and Prophets: Is Critique Secular?” *The Immanent Frame*, March 17, 2011; “*The Flight of the Intellectuals* and Tariq Ramadan,” Debate with Paul Berman, *Dissent*, March 25, 2010; Lecturer-Trainer, Program on Humanitarian Policy and Conflict Research, Harvard University. Trainings on “Islamic Laws of War,” 2009 – 2014 (annual trainings on the Islamic laws of war held variably in Amman, Jordan and Bangkok, Thailand.); Presenter: “Shari’a Law and Military Operations,” ISISC (Istituto Superiore Internazionale di Scienze Criminali), Siracusa, Sicily, November 24-30, 2013

Languages: Arabic

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: Islamic Law & Ethics; Islamic Political Thought; Comparative Political Theory: Islam and Liberalism; Religion and Political Theory

Research/Teaching Specialization: Comparative Political Theory; Islamic politics & ethical thought; contemporary Liberalism,

Recent Publications: *Islam and Liberal Citizenship: The Search for an Overlapping Consensus*, Oxford University Press, 2009; “Rethinking Religious Reasons in Public Justification,” *American Political Science Review*, 2013; “Genealogies of Sovereignty in Islamic Political Theology,” *Social Research* (forthcoming); “Ambivalent Universalism? Jus ad bellum in Modern Islamic Legal Discourse,” *European Journal of International Law*, 2013.

Distinctions: Award for Excellence in the Study of Religion (Constructive-Reflective Studies Category), American Academy of Religion, 2009; Research Fellow, MacMillan Center for International & Area Studies, Yale University, 2007; Aaron Wildavsky Award for Best Dissertation on Religion & Politics, American Political Science Association

MARCOTTE, MARGARET: Director, Programs in International Education Resources, Appointed 2012

Education: Master of International Management, Thunderbird School of Global Management 1991; B.A., University of Rhode Island 1984; Certificat de Commerce et d’Industrie de Paris (Achievement of proficiency in French business) Diplôme d’Etudes Françaises (Degree in French Studies), Université d’Orléans, France, 1983

Experience: Director, Programs in International Education Resources, Yale University, 2012- present; Outreach Liaison for Critical Language Program, Yale University, 2011-12; Country Program Officer / International Trade Analyst in West Africa Region 1992-98, translator, 2011-12;

Outreach: League of Women Voters of Connecticut (LWVCT) Education Fund, Hamden, CT 2004-Present; Association of Women in International Trade (WIIT), Washington, DC 1995-2002

MARCUS, IVAN: Frederick P. Rose Professor of Jewish History (Tenured), Department of History, Appointed 1994

Education: Ph.D., Jewish Theology Seminary of America 1975; Rabbi Jewish Theology Seminary 1970; MHL Jewish Theology Seminar 1968; M.A., Columbia University 1967; Hebrew University 1965; B.A., Yale University 1964.

Academic Experience: Professor of Jewish History, History Department, Yale University, 1994 - present; Chair Program in Judaic Studies, Yale University 2004 -208; Provost, Jewish Theology Seminary, 1991- 1994; Advisory Council, Department of Religion, Princeton University; Visiting Professor, Yale University, 1988

Overseas Experience: Visiting Professor, Hebrew University of Jerusalem; Lady Davis Postdoctoral Fellow, Hebrew University, 1979-80.

Language(s): Hebrew 5

Percentage of Time Dedicated to Middle East Studies: 75%

Middle East Studies Courses Taught: History of Jewish Culture to the Reformation.; Medieval, Jews, Christians, & Muslims Imagining Each Other; Jews in Muslim Lands from the 7th to the 16th Centuries; The Jews in Medieval Societies

Research/Teaching Specialization: Jewish History, Culture, Medieval & Early Modern Jewish History & Culture, Jewish-Christian-Muslim Relations, Images of Jews, Christians & Muslims representing each other

Recent Publications: “The Jewish life cycle: Rites of Passage from Biblical to Modern Times,” 2004; “The Jews of Ashkenaz to 1500,” *The YIVO Encyclopedia of Jews in Eastern Europe*, 2008; “Israeli Medieval Jewish Historiography: From Nationalist Positivism to New Cultural & Social Histories,” *Hebrew, Zion*, 2009

Distinctions: L. Bottenwieser Prize in Talmud and H. Enelow Award in History of Ethics, 1968-1970; Memorial Foundation for Jewish Culture Grant, 1979-1980; Fellow, American Academy for Jewish Research; National Endowment for the Humanities Fellowship for University Teachers, Spring, 2000; John Simon Guggenheim Memorial Fellowship, 2001.

MARINIS, VASILEIOS: Associate Professor (Tenured), Institute of Sacred Music, Yale Divinity School, Appointed 2009

Education: Ph.D. Art History, University of Illinois 2004; M.A.R. Yale Divinity School & Institute of Sacred Music, Yale 2003; D.E.A. Institut d'art et d'archéologie, Université Paris I Panthéon-Sorbonne 1998; B.A. Department of Art History & Archeology, University of Athens 1997

Academic Experience: Kallinikeion Assistant Professor of Byzantine Art, Department of Art, Queens College, CUNY, 2007–09; Visiting Professor, Department of Art, Queens Col, CUNY, 2006–7; Lecturer, School of Architecture, University of Illinois, 1999

Overseas Experience: Turkey

Languages: Greek (ancient, medieval, modern) 5; French 5; German 2; Turkish 2

Percentage of Time Dedicated to Middle East Studies: 25%

Middle East Studies Courses Taught: Early Christian Art and Architecture; Art, Architecture, and Ritual in Early Christianity and the Middle Ages; From House Churches to Gothic Cathedrals: Christian Art and Architecture From the Third Century to the End of Gothic; Christian Art and Architecture from the Renaissance to the Present; The Cult of Saints in Early Christianity and the Middle Ages; Christian Pilgrimage: Rituals, Narratives, Materialities

Research/Teaching Specialization: Art & architecture of early Christianity and the Middle Ages; architecture and ritual; medieval churches of Constantinople

Recent Publications: *Death and the Afterlife in Byzantium*. Cambridge University Press 2016; *Architecture and Liturgy in the Churches of Constantinople, Ninth to Fifteenth Centuries*. Cambridge University Press, 2014; “Defining Liturgical Space in Byzantium.” *The Byzantine World*, 2010; Edited “Byzantium: Essays in Honor of Angela Constantinides Hero.” *Journal of Modern Hellenism*, 2009–10; “The vita of St. Anna/Euphemianos. A 9th-century Transvestite Nun.” *Journal of Modern Hellenism*, 2009–10; “Tombs and Burials in the Monastery tou Libos in Constantinople.” *Dumbarton Oaks Papers*, 2009, “Wearing the Bible: An Early Christian Tunic With New Testament Scenes.” *Journal of Coptic Studies*, 2007

Distinctions: Humboldt Fellowship for Experienced Researchers, Ludwig-Maximilians-Universität München, 2015–17; MacMillan Center Research Fellow in International and Area Studies, Yale University, 2014–15; Member, School of Historical Studies, Institute for Advanced Study, Princeton, NJ, 2011–12; S.C. and P.C. Coleman Senior Fellowship, The Metropolitan Museum of Art, 2005; Post-Doctoral Research Fellowship, Pontifical Institute of Mediaeval Studies, 2004–05; Dumbarton Oaks Junior Fellowship in Byzantine Studies, 2003–4; The Aidan Kavanaugh Prize for Outstanding Scholarship, Yale University, 2003

MATHESON, SUSAN B.: The Molly and Walter Bareiss Curator of Ancient Art, Lecturer (Non-Tenured), Yale University Art Gallery, Appointed 1974

Education: M.A. (History of Art), Bryn Mawr College 1970; B.A. (History of Art), Mount Holyoke College 1968

Academic Experience: The Molly and Walter Bareiss Curator of Ancient Art Yale University Art Gallery, 1997 – present; Chief Curator, Yale University Art Gallery, 2000 - 2010; Editor, Yale University Art Gallery Bulletin, an annual scholarly publication, 2000 – present; Curator of Ancient Art, Yale University Art Gallery 1985 – 96; Associate Curator, Ancient Art, Yale University Art Gallery 1975 - 85; Curatorial Assistant, Ancient Art, Yale University Art Gallery 1973 - 75; Lecturer, Department of the History of Art, Yale University: 1973, 1984, 1986, 1987, 1993, 1995, 1996, 1998, 2002, 2004, 2005, 2008;

Language(s): French, German, Italian, Dutch

Percentage of Time Dedicated to Middle East Studies: 50%

Research/Teaching Specialization: Ancient Greek and Roman vases, sculpture, glass; the Roman Near East; the Near East in the Hellenistic period; cultural continuity in the ancient Near East

Recent Publications: *Corpus Vasorum Antiquorum: Athenian Black-figure, Red-figure, and White-ground Vases in the Yale University Art Gallery* (von Zabern/WGB-Wissenverbindet, Darmstadt, 2016);

"Farewells by the Achilles Painter," in J. Boardman, A. Parkin, and S. Waite, eds., *On the Fascination of Objects: Greek and Etruscan Art in the Shefton Collection* (Oxford and Philadelphia 2016) 63-75

"A Girl in the Guise of a Goddess," *Yale University Art Gallery Bulletin* 2014, 87-91; "The Wretchedness of Old Kings," in A. Avramidou and D. Dimitriou, eds., *Approaching the Ancient Artifact: Representation, Narrative, and Function, A Festschrift in Honor of H. Alan Shapiro* (Berlin 2014) 141-152; *Corpus Vasorum Antiquorum: Athenian Red-figure and White-ground Vases in the Yale University Art Gallery*. Philipp von Zabern, Darmstadt/Mainz-am-Rhein, 2011; "Beardless, Armed, and Barefoot: Ephebes, Warriors, and Ritual on Athenian Vases," in *An Archaeology of Representations: Ancient Greek Vase-Painting and Contemporary Methodology*. Athens 2009; "Old Age in Athenian Vase Painting," in *Athenian Potters and Painters: Papers of the International Conference Held in Athens, March 2007*. Oxford 2009; "A Farewell With Arms: Departing Warriors on Athenian Vases," in *Periklean Athens and its Legacy*. Austin 2005

Distinctions: J. Paul Getty Trust Grant for the publication of the book *Polygnotos and Vase Painting in Classical Athens* (University of Wisconsin Press, 1996), 1994

MIKHAIL, ALAN: Professor (Tenured), Department of History, Appointed 2010

Education: Ph.D., University of California, Berkeley 2008; M.A., University of California, Berkeley 2003; B.A., Rice University 2001

Academic Experience: Professor, Department of History, Yale University, 2013-present; Assistant Professor, Yale 2010-13; Andrew W. Mellon Fellowship of Scholars in the Humanities Postdoctoral Fellow, Department of History, Stanford University, 2008-10.

Overseas Experience: Archival Research in Egypt, Turkey, England, Italy, Malta

Outreach: Interviews with *Jadaliyya*, *The MacMillan Report*, Ottoman History Podcast

Languages: Arabic, Ottoman Turkish, Modern Turkish, French, Spanish

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Three Empires of Islam: The Ottomans, Safavids, and Mughals; The Ottoman Empire; Environmental History of the Middle East; Sources and the Construction of Middle East History; Readings in Ottoman History

Research/Teaching Specialization: Undergraduate and graduate courses in the history of the early modern Muslim world and Mediterranean, the Ottoman Empire, and environmental history

Recent Publications: *Under Osman's Tree: The Ottoman Empire, Egypt, and Environment History*, University of Chicago Press, 2017; *Ottoman Iceland: A Climate History*, Environmental History, 2015; *The Animal in Ottoman Egypt*, Oxford University Press, 2013. "Unleashing the Beast: Animals, Energy, and the Economy of Labor in Ottoman Egypt." *American Historical Review*, 2013. "Anatolian Timber and Egyptian Grain: Things that Made the Ottoman Empire" in *Early Modern Things: Objects and Their Histories, 1500-1800*. Routledge, 2013. "Middle East Environmental History: The Fallow between Two Fields" and "Plague and Environment in Late Ottoman Egypt" in *Water on Sand: Environmental Histories of the Middle East and North Africa* edited by Alan Mikhail. Oxford University Press, 2013; *Nature and Empire in Ottoman Egypt: An Environmental History*. Cambridge University Press, 2011;

Distinctions: Leopold-Hidy Prize, *American Society for Environmental History*, 2015; *Nature and Empire in Ottoman Egypt*: the Gustav Ranis International Book Prize from Yale's MacMillan Center, Yale's Samuel and Ronnie Heyman Prize for Outstanding Scholarly Publication, Roger Owen Book Award from the Middle East Studies Association 2011-12; Ömer Lütfi Barkan Article Prize, Turkish Studies Association; Malcolm H. Kerr Dissertation Award in the Social Sciences, Middle East Studies Association, 2009; James H. Kettner Dissertation Award, 2008; Hamad Bin Khalifa Fellowship, 2007; Andrew W. Mellon Grant, 2007

MIKHAIL, RAMEZ: Postdoctoral Associate / Lecturer in Liturgical Studies, Appointed 2017

Education: Ph.D. University of Vienna, 2017; M.A. Library and Information Science, San Jose State University, 2010; M.A. Master of Arts in Applied Orthodox Theology, University of Balamand, Lebanon, 2015; Ph.D. Philosophy in Advanced Theological Studies, University of Vienna - Faculty of Catholic Theology, 2017

Academic Experience: Postdoctoral Associate / Lecturer in Liturgical Studies, 2017; Part Time Professor, St. Paul University, Ontario, Canada, 2017; Lecturer in Liturgical History, St. Athanasius College/University of Divinity, Melbourne, Australia, 2017-present; Lecturer in New Testament Greek and Liturgical Theology, St. Athanasius & St. Cyril Coptic Orthodox Theological School, Claremont, CA, 2017 – present; Lecturer in Liturgical Theology, Holy Transfiguration College, MTS Program, 2017-present; Lecturer in Liturgical Theology, Antiochian House of Studies, MTh Program, 2016-present; Coptic Chant and Liturgics Instructor at the Antiochian House of Studies Residency Program (Antiochian Village, Bolivar, PA), 2013 – present; Lead chanter and sub-deacon at St. Cyril of Alexandria Coptic Orthodox Church in El Monte, CA, 2002-present; President of the Southern California Association of Theological Libraries (SCATLA), 1 year term, 2015

Language(s): Spoken Fluency: English, Arabic, Modern Greek, German; Academic Reading Fluency: French; Ancient Languages: Classical Arabic, Ancient Greek (Attic, Koine, and Byzantine), Coptic (Sahidic and Bohairic dialects)

Distinctions: Yale Institute of Sacred Music Postdoctoral Fellowship 2017-2018; Doctoral Dissertation Prize Faculty of Catholic Theology, University of Vienna, 2017; The St. Shenouda the Archimandrite Coptic Society Academic Scholarship, 2016 -2017; The St. Shenouda the Archimandrite Coptic Society Academic Scholarship 2015-2016

MILLER, ALICE: Associate Professor (Adjunct), School of Law; Clinician & Assistant Clinical Professor, School of Public Health; Associate Research Scholar & Lecturer, Jackson Institute, MacMillan Center; Co-Director, Global Health Justice Partnership; Appointed 2012

Education: JD University of Washington, 1985; BA Harvard, 1979

Experience: Robina Fdn. Fellow in Residence & MacMillan Ctr. Res. Fellow, Yale, 2010-11; Lect. in Residence 2008-12 & Fac. Dir., Women's Inst. for Leadership Dev., 2009-12, UC Berkeley Sch. of Law; Co-Dir., Ctr. for the Study of Human Rights, Columbia; Assoc. Clin. Prof., Asst. Prof. & Adj. Fac., Columbia, 1995-2007; Vis. Prof., Sexuality & Rights Inst., India & Turkey, 2002-09; Vis. Prof., Univ. of Amsterdam, Intl. Sch., 2001-08; Vis. Fac., Pub. Health in Complex Humanitarian Emergencies Training Inst., USA & Bosnia-Herzegovina, 1999-2000; Dir., Women's Rights Advocacy Prog., Intl. Human Rights Law Group, Wash., DC, 1996-98; Adj. Fac., Wash. Coll. of Law, American Univ., 1994-97; Dir., Prog. to Abolish the Death Penalty, Amnesty Intl. USA, NY; Seattle King-County Public Defender, Pre-Bar qualified; Consultant: World Health Org.; Intl. Planned Parenthood Fed.; Open Society Inst.; Org. for Security & Cooperation in Europe; Intl. Human Rights Law Group; UNICEF

Field Experience: S. Africa, India, Turkey, Bosnia-Herzegovina, Croatia, Hungary, Cambodia, Thailand

Language Proficiency: NA

Time Devoted to ME Studies: 10%

Selected Courses: Global Health Justice Practicum; Sexuality, Health & Human Rights

Research/Teaching Specializations: Gender, sexuality, health and international human rights

Recent Publications (2008-present): "The Figure of Gender." 31 *Pace Law J.* (2012); A. Miller & M. Roseman. "Normalizing Sex and its Discontents: Establishing Sexual Rights in International Law." *Harvard J. of Law & Gender* 34.2 (2011); A. Miller & M. Roseman. "Sexual and reproductive rights at the United Nations: frustration or fulfillment?" *Reproductive Health Matters* 19 (2011); A. Miller & R. Schleiffer. "Through the Looking Glass? Abstinence-Only-Until-Marriage Programs and Their Impact on Adolescent Human Rights." *Sexuality Res. & Soc. Policy* 5.3 (Spec. Iss.) (2008)

Outreach Activities: International advocacy for gender, sexuality, health and human rights

Theses Supervised During Past 5 Years:

Distinctions: Fac. Coun., Human Rights Ctr., UC Berkeley, 2008-present; Advis. Board 2005-present & Co-Chair 2004-present, Health & Human Rights Proj., Human Rights Watch; Innovation in Scholarship Award, Ctr. for Reproductive Rights, NY, 2010; Ford Fdn. Grants, 1998-2007; Natl. Board of Dirs., Amnesty Intl. USA, 1998-2000; Founding Member, Women's Caucus for Gender Justice in the Intl. Criminal Court 1996-98 & Co-Founder, Task Forces on HIV/AIDS & Homosexuality 1990-96, AIUSA; Rockefeller Fdn. Fellow, 1998; Legal Fellow, Amnesty Intl./Intl. Secretariat, Intl Human Rights Internship Prog. of the IIE, 1987; Member, Washington State Bar, admitted 1985

MILLER, CHRISTOPHER L.: Frederick Clifford Ford Professor, African American Studies & French; Tenured; Appointed 1983

Education: PhD Yale University, 1983; BA Boston University, 1975

Experience: Former Chair, Director of Graduate Studies, and Director of Undergraduate Studies of French Department; Former Acting DGS, African American Studies

Overseas Experience: Senegal, Guadeloupe, France, Mali, Ivory Coast, Martinique

Languages: French 5, German 2, Italian 1, Bambara 1, Tshiluba 1

Percent of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: The Francophone African Novel

Research/Teaching Specializations: Francophone African, Caribbean francophone & French literatures; Film, literary & anthropological theory; Postcolonial theory

Recent Publications: “The Theory and Pedagogy of World Literature in French.” *Yale French Studies*, 2011; “Manifesto of a new African literature: preemptive literature.” *Research in African Literatures*, 2009; *The French Atlantic Triangle: Literature and Film of the Slave Trade*, Duke University Press, 2008; *Nationalists and Nomads: Essays on Francophone African Literature and Culture*, The University of Chicago Press, 1998; “Alien Nation? Response to Esonwanne,” *Research in African Literature*, 1993; “Literary Studies and African Literature: The Challenge of Intercultural Literacy,” in *Africa and the Disciplines: The Contributions of Research in Africa to the Social Sciences and Humanities*, University of Chicago Press 1993; *Theories of Africans: Francophone Literature and Anthropology in Africa*, The University of Chicago Press, 1990 (finalist, Melville Herskovits Prize Competition of African Studies Association, 1991)

Dissertations/Theses Supervised in Past 5 Years: 8

Distinctions: Guggenheim Fellow and NEH Fellow, 2003-04; Fulbright Senior Research Fellow, 1987; NEH Summer Stipend, 1986

MISHAL, SHAUL: Yale Visiting Professor of Political Science, Appointed 2017

Education: Ph.D. at the Hebrew, University of Jerusalem; visiting Professor of Political Science at Yale University; Visiting Scholar at the Center for International Affairs at Harvard; Senior Fellow at the Harvard School of Public health

Academic Experience: Yale Visiting Professor of Political Science 2018. Director of Middle East Program, Lauder School of Government Diplomacy and Strategy, Interdisciplinary Center (IDC) Herzliya, Israel; Brian Mulroney Professor of Government, Tel Aviv University; Etrog Strategies for ME Risk Analysis, Chairman & Founder

Overseas Experience: consulted extensively in both the public and private sectors - providing strategic insights to private and public corporations, governmental bodies and NGOs.

Language(s): English, Arabic, Hebrew

Research/Teaching Specialization: Teach ‘Middle East Politics’ and ‘Islam and Nationalism in the Arab Spring’, MacMillan Center for International & Area Studies, Yale University, 2017

Recent Publications: “Understanding Shiite Leadership: The Art of the Middle Ground in Iran and Lebanon.” 2014; “The Palestinian Hamas: Vision, Violence, and Coexistence.” 2000; “Investment in Peace: The Politics of Economic Cooperation between Israel, Jordan and the Palestinians.” 2001; “Speaking Stones: Communiques from the Intifada Underground.” 1994

MOBARAK, AHMED MUSHFIQ: Associate Professor, School of Management & Assistant Professor (Non-Tenured), Dept. of Economics, Appointed 2007

Education: Ph.D. Economics, University of Maryland 2002; M.A. Economics, University of Maryland 1999; B.A. *magna cum laude* Math & Economics, Macalester College 1997

Academic Experience: Associate Professor of Economics, Yale 2012 - present; Assistant Professor of Economics Yale 2007-12; Faculty Affiliate, Economic Growth Center, Yale, 2007-present; Assistant Professor of Economics, University of Colorado 2002-07; Visiting Assistant Professor, Economics Department, Yale, Fall 2006

Overseas Experience: Ongoing field projects in Bangladesh, India, Malawi, Uganda, Kenya, Rwanda, and Nepal

Outreach: Many media appearances, interviews, and publications, including such outlets as *NPR*, *Bloomberg News*, *Voice of America*, *BBC World Service*, *New York Times*, *Huffington Post*, and *The Times of London*

Language(s): Bengali 5; English 5; French 3

Percentage of Time Dedicated to Middle East Studies: 10%

Research/Teaching Specialization: Development economics with interests in environment and public finance issues

Recent Publications: “Doctoral Students and Immigration Policy,” *Science*, 2013; “Consanguinity and other Marriage Market Effects of a Wealth Shock in Bangladesh” (co-authored), *Demography*, 2013; “Informal Risk Sharing, Index Insurance, and Risk-Taking in Developing Countries” (co-authored), *American Economic Review (Papers and Proceedings)*, 2013; “Development Effects of Electricity: Evidence from the Topographic Placement of Hydropower Plants in Brazil” (co-authored), *American Economic Journal: Applied Economics*, 2013; “The Low Demand for New Cookstove Technologies” (co-authored), *Proceedings of the National Academy of Sciences*, 2012;

Dissertations/Theses Supervised in Past Five Years: 10

Distinctions: National Science Foundation Innovation & Policy Grant, 2007-09; National Science Foundation Human & Social Dynamics Grant, 2005-08; National Bureau of Economic Research Grant, 2005-06; MacMillan Center Grant, Yale, 2008; Most Outstanding Faculty Advisor Award, GSAS, University of Colorado, 2006-07

MOBLEY, GREGORY: Professor of Hebrew Bible and Congregational Studies, Yale Divinity School, Appointed 2017

Education: Ph.D., Harvard University, 1994; Th.M., Harvard Divinity School, 1986; M.Div, Southern Baptist Theological Seminary, 1984; B.A. Campbellsville College, 1979;

Academic Experience: Professor of Christian Bible, Andover Newton Theological School (1997-2017); Visiting Assistant Professor of Old Testament, Union Theological Seminary, (1996-97); Allston Burr Senior Tutor, John Winthrop House, Harvard College, 1992-1996; Lecturer in Hebrew Bible, Harvard Divinity School, 1995-1996; Missionary Schoolteacher, Baptist High School, Jos, Nigeria, 1979-1981;

Overseas Experience: Israel

Outreach: KPCC (PBS radio in Los Angeles) Interview about the Devil in the wake of remarks by Rick Santorum, February 22, 2012; The History Channel “God Versus Satan” (2008, still in syndication); On-Point with Tom Ashbrook, NPR “The Origins of the Devil,” October 2, 2006; America at Worship, the Hallmark Channel “Temptation” (January 2002); , A & E Network “Samson and Delilah” (1996, still in syndication); A & E Network “Moses” (1996; still in syndication);

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Backstories: Hebrew Bible

Research/Teaching Specializations: interfaith learning, stories in the bible and prophetic literature, reading the Bible in contemporary sensibilities toward environmental sustainability,

Recent Publications: The Return of the Chaos Monsters—and Other Backstories of the Bible (*Eerdmans*, 2012); Samson and the Liminal Hero in the Ancient Near East (*T & T Clark*, 2006); The Empty Men: The Heroic Tradition in Ancient Israel (*Doubleday*, 2005); The Birth of Satan: Tracing the Devil’s Biblical Roots (co-authored, *Palgrave*, 2005); My Neighbor’s Faith: Stories of Interfaith Encounter, Growth, and Transformation (with *J. Peace and O. Rose*; *Orbis*, 2012)

Distinctions: Shalom Hartman Institute Fellow, Christian Leaders Initiative, 2012-2013; White House Convocation Participant, 2010-2011; Co-Founder and Co-Director of Center for Interreligious and Communal Education Leadership Education, 2005-2009; Rabbi Murray Rothman Award, 2006; Regional Scholar Award, 2000;

MONTEIRO, NUNO: Associate Professor (tenure) Political Science, Yale University. Appointed 2017

Education: Ph.D. Political Science, University of Chicago 2009; A.M. Political Science, University of Chicago 2004; M.A. Political Theory, Catholic University of Portugal 2003

Academic Experience: Associate Professor, Yale University 2017-present; Associate Professor (term) Political Science, Yale University 2015-2017; Assistant Professor, Political Science, Yale University 2009-2015

Languages: English, Portuguese

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: International Relations

Research/Teaching Specialization: International Relations Theory: balance of power theory, realism, meta-theory and philosophy of science; Security Studies: grand strategy, causes of war, great-power politics, nuclear proliferation, political violence

Recent Publications: *Nuclear Politics: The Strategic Causes of Proliferation* [co-authored], Cambridge University Press 2017; *Theory of Unipolar Politics*, Cambridge Studies in International Relations Series 132, Cambridge University Press 2014; "Lines of Demarcation: Causation, design-based Inference, and Historical Research" [with Matthew A. Kocher], *Perspectives on Politics* 14/4 (2016)

Distinctions: American Political Science Association's Heinz I. Eulau Award

MOWAFI, HANI: Associate Professor Term, Yale University

Education: MPH. Harvard School of Public Health, 2006; M.H. University of Virginia School of Medicine 2002;

Academic Experience: Associate Professor of Emergency Medicine and Chief of the Section of Global Health and International Emergency Medicine. He also serves as the Director of the GHIEM Fellowship; Internship, Virginia Commonwealth University School of Med., Medical College; Residency, Virginia Commonwealth University; Board Certification, AB of Emergency Medicine, Emergency Medicine 2006, recertified: 2017; Chief Complaint - Global LMIC, Cape Town, South Africa, 2015; Uganda RTA research, Masaka, Uganda, 2015; Uganda Chief, Complaint Research, Nyakibale, Uganda 2015; AFCEM 2016 Cairo, Egypt, 2014; Syria War Trauma Research Aleppo, Syria; Gaziantep, Turkey, 2013; Clinical Work, New Haven, United States, 2013; Global Health and International Emergency Medicine Fellowship, London, United Kingdom 2013; EM research and development in Egypt, Cairo, Egypt 2013; Trauma research Lusaka Zambia, Lusaka, Zambia, 2012; Disaster Risk Reduction - Iran Tehran, Iran, 2011

Overseas Experience: Developing Countries (health); Disaster preparedness; Emergency Preparedness; Global Health; Human Rights; International Health; Refugees; Violence

Research/Teaching Specialization: His research interests include analysis of global emergency care systems; evaluating the burden of injury in LMICs and addressing health and human security in humanitarian emergencies. He has 15 years of experience in consulting and research in emergency medicine and global public health; His current research includes evaluation of health data from a network of hospitals operating inside war-affected Syria; modeling household income effects of road traffic injury in rural Uganda; and evaluating Chief Complaint as a measure of emergency care in low-resource settings globally

Recent Publications: "Results of a Nationwide Capacity Survey of Hospitals Providing Trauma Care in War-Affected Syria.", 2016; "Analysis of Prehospital Transport Use for Trauma Patients in Lusaka, Zambia.", 2016; "Prediction of In-hospital Mortality in Emergency Department Patients With Sepsis: A Local Big Data-Driven, Machine Learning Approach.", 2016; "Academic affairs and global health: how global health electives can accelerate progress towards ACGME milestones.", 2015; "Managing Law Enforcement Presence in the Emergency Department: Highlighting the Need for New Policy Recommendations." 2015; "Making recording and analysis of chief complaint a priority for global emergency care research in low-income countries.", 2013; "Research priorities for data collection and management within global acute and emergency care systems.", 2013

NELSON, ROBERT S.: Robert Lehman Professor of the History of Art (Tenured), Department of History of Art, Appointed 2005

Education: Ph.D. Institute of Fine Arts, New York University 1978; M.A. Institute of Fine Arts, New York University 1973; B.A. Rice University 1969.

Academic Experience: Professor of History of Art, Yale, 2005– present; Onassis Foundation Senior Visiting Scholar, Stanford University, 2006; Distinguished Service Professor Emeritus, University of Chicago, 2005–; Distinguished Service Professor of Art History & History of Culture, University of Chicago, 2001–05; Assistant/Associate Professor, University Chicago, 1983–2001; Instructor, University of Chicago, 1977–78

Overseas Experience: Turkey, Egypt, Israel, Tunisia, Morocco

Outreach: Keynote lecture at conference, “The Value of the Sacred, Collecting Byzantine Art in Paris, London, and the United States,” Paris, 2017; “Shields, Lions and a Byzantine Micro Mosaic in Sassoferrato, Italy,” Yale-NUS College, Singapore, 2016; “Holy Wisdom. It is what the world needs most and has lost” Aptullah Kuran Memorial Lecture, Bogaziçi University, Istanbul, 2015; “Dressing and Undressing Greek Lectionaries in Byzantium and Italy,” University of Zurich, 2014; “Modernism’s Byzantium Byzantium’s Modernism,” Department of History of Art, Moscow State University, 2013; “Ritual Images and Devotional Networks in Constantinople and Beyond,” Pera Museum, Istanbul, 2012; “The Medieval Art of Power in Byzantium,” The Boshell Lecture, The Art Institute of Chicago, 2011; “And so, with the help of God”: The Art of War in Byzantium,” Washington, D.C., 2010.

Language(s): French 4, German 4, Italian 4, Spanish 2, Russian 2, Modern Greek 3, Ancient Greek 3, Latin 3, Turkish 1, Arabic 1

Percentage of Time Dedicated to Middle East Studies: 60%

Middle East Studies Courses Taught: Art and Ceremony in Constantinople; The Art of Christian Empires from Constantine to Charlemagne; Art of Byzantium, 843-1204; Constantinople/Istanbul, the History of a City from Antiquity to the Present.

Research/Teaching Specialization: Medieval Art in the Eastern Mediterranean, Byzantine Art, Early Islamic Art & Architecture; Early Christian Art; History and Methods of Art History

Recent Publications: Co-edited, *The New Testament in Byzantium*, edited by Derek Krueger and Robert S. Nelson, Dumbarton Oaks, 2016, my essay “*Lectionaries of Constantinople: State of the Question and Future Research*,” 87-115; co-edited, *Approaching the Holy Mountain: Art and Liturgy at St. Catherine’s Monastery in the Sinai, Turnhout, 2011*; “*And so, with the help of God*”: *The Byzantine Art of War in the Tenth Century*,” Dumbarton Oaks Papers 65-66 (2011-12): 169-192; co-edited, *San Marco, Byzantium and the Myths of Venice*, Washington, D.C. 2010, my essay “*The History of Legends and the Legends of History: The ‘Pilastris Acritani’ in Venice*,” 63-90

Dissertations/Theses Supervised in Past Five Years: 8

Distinctions: Kress Professor, Center for the Advanced Study of Art, National Gallery of Art, 2014-15 John Simon Guggenheim Memorial Foundation, 2003; Villa I Tatti, Harvard Center for Italian Renaissance Studies, 2003; J. Paul Getty Research Institute for Art History & the Humanities, 1999–2000

PANTER-BRICK, CATHERINE: Professor, Anthropology, Health & Global Affairs; Appointed 2010. Appointments in Anthropology, Jackson Institute, and School of Public Health. Head of Morse College, Yale, 2015
Education: MA, MSc & DPhil 1987, University of Oxford; MA, Yale
Experience: Dir., Conflict, Resilience & Health Prog., MacMillan Ctr., Yale; Fac. Member, Global Health Initiative, Yale; Sr. Ed., Med. Anthro., *Social Science & Medicine*; Prof., Durham Univ., UK, 1996-2010
Field Experience: Afghanistan, Ethiopia, the Gambia, Jordan, Nepal, Niger, Pakistan, Saudi Arabia, Tanzania, UK
Language Proficiency: English, French, Spanish, Nepali, Arabic
Time Devoted to Middle East Studies: 25%
Selected Courses: Humanitarian Interventions; Health Disparities & Health Equity; Conflict & Health; Biocultural Perspectives on Health; Senior Capstone Project
Research/Teaching Specializations: Partnerships between scholars, policy-makers, and practitioners; global public health & health interventions; health & wellbeing across key stages of human development; stress biomarkers; mental health; disease ecology; medical anthropology; children and youth in global adversity; mixed-methods
Recent Publications: Abramowitz S and Panter-Brick C (2015). Medical Humanitarianism: Ethnographies of Practice. University of Pennsylvania Press. <http://www.upenn.edu/pennpress/book/15407.html>; Leckman J, Panter-Brick C, and Salah R (2014). Pathways to Peace: The Transformative Power of Children and Families. Strüngmann Forum Report, volume 15. MIT Press. <http://mitpress.mit.edu/books/pathways-peace>; Panter-Brick C & Fuentes A (2010). *Health, Risk, and Adversity*. Berghahn Books. <http://www.berghahnbooks.com/title/Panter-BrickHealth>; Panter-Brick C, Dajani R, Eggerman, M, Hermosilla S, Sancilio, A, Ager A (2017). Insecurity, distress, and mental health: Experimental and randomized controlled trials of a psychosocial intervention for youth affected by the Syrian crisis. *The Journal of Child Psychiatry and Psychology*. Oct 2. <http://onlinelibrary.wiley.com/doi/10.1111/jcpp.12832/full> [Open access]; Panter-Brick C, Hadfield K, Dajani R, Eggerman, M, Ager A, Ungar M (2017). Resilience in context: A brief and culturally-grounded measure in Syrian refugees and Jordanian host-community adolescents. *Child Development*. <http://onlinelibrary.wiley.com/doi/10.1111/cdev.12868/epdf>; Panter-Brick C, Grimon, M-P, Kalin, M, Eggerman, M (2015). Trauma Memories, Mental Health, and Resilience: A Prospective Study of Afghan Youth. *Journal of Child Psychology and Psychiatry* 56(7):814-82, <http://onlinelibrary.wiley.com/doi/10.1111/jcpp.12350/full> [Open access]

PEIRANO GARRISON, IRENE: Associate Professor of Classics, Yale University. Appointed 2012
Education: Ph.D. Classical Philology, Harvard University 2007; B.A. Oxford University 2002
Academic Experience: Associate Professor, Department of Classics, Yale University
Languages: English, Latin, Greek
Percentage of Time Dedicated to Middle East Studies: 10%
Middle East Studies Courses Taught: Fakes, forgeries and making antiquities
Research/Teaching Specialization: Roman Poetry and its relation to rhetoric and literary criticism; ancient strategies of literary reception, in notions of authorship in antiquity
Recent Publications: *The Rhetoric of the Roman Fake: Latin Pseudepigrapha in Context*. Cambridge University Press 2012; “Newly Written Buds: Archaic and Classical Pseudepigrapha in Meleager’s *Garland*” in *Authorship, Authority and Authenticity in Archaic and Classical Greek Song*. Brill 2017
Distinctions: McKay Prize for Vergilian Studies 2015

PLATTUS, ALAN: Professor of Architecture, Appointed 1986

Education: M.A. of Architecture, Princeton University 1979; B.A. Yale University, 1976

Academic Experience: Professor of Architecture, 1986; Director of the School's Ph.D. program and the Yale Urban Design Workshop and Center for Urban Design Research; (YUDW), 1992, Yale University; Served on the Committee for the Third Regional Plan of New York and is a Fellow of the Institute for Urban Design Organize, chair, and edit the published proceedings of the annual meeting of the Association of Collegiate Schools of Architecture, 1987

Outreach: Urban Architecture Studio, China, Prof. Plattus involved in a collaboration on an annual urban design studio project in Hong Kong. This project was undertaken jointly by students at Yale, Hong Kong University, and Tongji University. The sites are usually in Shanghai and students and faculty travel to Hong Kong, Shanghai, and New Haven, 2008 -Present

PONET, JAMES: Howard M. Holtzmann Jewish Chaplain and Director at Slifka Center for Jewish Life at Yale; Lecturer, Yale Law School

Education: D.D. Hebrew Union Col 1998; M.A. Hebrew Union Col 1973; B.A. Yale 1968

Academic Experience: Howard M. Holtzmann Jewish Chaplain at Yale, 1981- 2015; Director, Joseph Slifka Center for Jewish Life at Yale, 1981-13

Overseas Experience: Rabbi Ponet lived in Israel from 1974 through 1981, studying Jewish thought at Hebrew University in Jerusalem and serving as a Fellow and teacher at both the Shalom Hartman Institute and the Pardes Institute.

Language(s): Hebrew, English

Percentage of Time Dedicated to Middle East Studies: 10%

PRICE, JOSHUA: Lector, Judaic Studies Program, Yale University

Education: Ph.D. Columbia University, In-Progress; B.A. Yale University, 2011;

Language(s): English, Yiddish

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Reading Yiddish I and Reading Yiddish II;

Research/Teaching Specializations: Yiddish literature, culture and politics of the early 20th century Yiddishist movement; studies of the relationship between translation and original writing in canonical figures; the normalization of Yiddish literature on the world stage

RASTEGAR, ASGHAR: Professor of Medicine and Director of Global Health Program (Tenured), Yale School of Medicine, Appointed 1986

Education: M.D., University of Wisconsin, 1968; B.A., University of Wisconsin 1963

Academic Experience: Rwanda Human Resources for Health Program, Rwanda (2011); Yale/Stanford J&J Global Health Scholars Program, Kampala, Uganda (2011); Yale/Stanford J&J Global Health Scholars Program, Asmara, Eritrea (2011); Yale/Stanford J&J Global Health Scholars Program, Monrovia, Liberia (2011); Yale/Stanford J&J Global Health Scholars Program, Tugela Ferry, South Africa (2009); Yale/Stanford J&J Global Health Scholars Program, Sukadana, Indonesia (2009); Associate Professor of Medicine, Yale, 1986-88; Associate Professor of Medicine, University of Colorado, 1984-85; Visiting Professor, Firoozgar Hospital, Tehran, Iran, 1981-83; Visiting Associate Professor, Yale 1977-78; Associate Professor, Shiraz University School of Med, 1973-81; Instructor in Med, University of Pennsylvania, 1972-73

Overseas Experience: Tehran, Iran; Prague, Czech Republic; Kazan, St Petersburg, Russia; Erlangen, Germany; Uganda; Eritrea; Liberia; South Africa

Languages: Persian 5

Percentage of Time Dedicated to Middle East Studies: 5%

Research/Teaching Specialization: Nephrology, humanities in medicine

Recent Publications: “AG:HCO3 and diagnosis of mixed acid-base disorders.” *Journal of the American Society of Nephrology*, 2007; “Mixed acid-base disorders.” In *Acid-Base Disorders and their Treatment*. Taylor & Francis, 2005; “Disorders of potassium and acid-base metabolism in association with renal disease” (co-authored). In *Schrier Diseases of the Kidney*. 8th Edition 2006; “The threat to the universality of science in the post-9/11 world. *Nature Clinical Practice Nephrology*, 2006

Distinctions: Morris Dillard Lecture in Humanities in Medicine at Yale School Medicine, 2007; Various teaching awards and research awards

REISZ, WILLIAM TODD: Daniel Rose Visiting Assistant Professor of Urbanism, School of Architecture, Yale University, Appointed 2013

Education: M.A. Architecture I, School of Architecture (AIA certificate award), Yale University, 2003;

B.A., English Literature, *with distinction*, Yale University, 1995

Academic Experience: Editor of *Al Manakh 2: Gulf Continued* (2010) [Editor]; Editor for Academic Writing, Portal 9, Beirut, 2011-Present; Architect, Researcher, Editor, Writer, Office for Metropolitan Architecture / AMO, Rotterdam, 2004-07; Teaching assistant for “Introduction to Architecture, MVRDV, Rotterdam, 2003; Research assistant for book *Enduring Innocence*, Yale School of Architecture, 2002-03

Overseas Experience: Berlin, Denmark, Kuwait, St. Petersburg, Russia, Latvia, Beirut

Outreach: “The Olympic City of Doha,” edited and produced short films for Dutch Ministry of Infrastructure and Environment; Entry for 2012 International Architecture Biannual Rotterdam

Middle East Studies Courses Taught: City Making on the Arabian Peninsula

Research/Teaching Specialization: The rapid urbanization of the Arabian Gulf

Recent Publications: “The Orderly Pleasures (and Displeasures) of Oil Urbanism,” Portal 9 website, October, 2013; “Plans the Earth Swallows, an Interview with Abdulrahman Makhoulf,” *Portal 9*, Spring 2013; “Facing the City: Amsterdam’s Stedelijk Museum,” *ArtForum*, March, 2013; “Pipe Dreams and Real Deals,” *Volume Magazine*, January, 2013; Editorial committee, *Rising in the East, Contemporary New Towns in Asia*. Published November, 2011

Distinctions: NYC Olympic Committee, New York City, 2012; AIA certificate award, School of Architecture Yale University, 2003; Fulbright Grant, Technische Universität, Architecture and Design, Berlin, 1998-99

REYMOND, ERIC: Lector in Biblical Hebrew (Non-Tenured), Yale Divinity School, Appointed 2010
Education: Ph.D., Northwest Semitic Philology, The University of Chicago 1999; M.A., Northwest Semitic Philology, The University of Chicago 1995; B.A., Literature, Bennington College 1992
Academic Experience: Lecturer I of Northwest Semitic Languages and Cultures, University of Michigan, Ann Arbor, MI 2006-10; Adjunct Assistant Professor in the History Department, Long Island University, Brooklyn, NY 2001-06; Adjunct Assistant Professor in the English Department, St. John's University, Jamaica, NY 2001-06
Outreach: 100 %
Language(s): Hebrew, Aramaic, Ugaritic, Phoenician
Percentage of Time Dedicated to Middle East Studies:
Middle East Studies Courses Taught: Elementary Biblical Hebrew; Intermediate Biblical Hebrew, Ugaritic, Phoenician
Research/Teaching Specialization: Biblical Hebrew and Aramaic
Recent Publications: *Qumran Hebrew: An Overview of Orthography, Phonology, and Morphology*, Society of Biblical Literature, 2014; *New Idioms within Old: Poetry and Parallelism in the Non-Masoretic Poems of 11Q5(=11QPsa)*, Society of Biblical Literature, 2011; "Imaginary Texts in Pseudepigraphal Literature: The Angelic Hymns of Job's Daughters in The Testament of Job," *Henoch*, 2009; "The Hebrew Word *dēmāmāh* and the Root *d-m-m* I ("To Be Silent")," *Biblica*, 2009; "Poetry of the Heavenly Other: Blessing beyond Blessing and Other Paradoxes of Angelic Praise," *Festschrift*, in honor of John J. Collins, Eerdmans, 2011
Distinctions: Awarded grant from the Lecturers' Professional Development Fund to create website that introduces Aramaic to individuals that have no experience with Hebrew or other Semitic languages.

RIZVI, KISHWAR: Associate Professor (Tenured), Department of History of Art, Appointed 2006
Education: Ph.D., Massachusetts Institute of Technology 2000; M.Arch., University of Pennsylvania 1991; B.A., Wesleyan University 1987
Academic Experience: Associate Professor, Yale University 2012 – Present; Assistant Professor, Yale University 2006 - 12; External Examiner for Ph.D. theses., Lahore College for Women University (Pakistan) 2008 - Present.; Assistant Professor, Columbia University, 2004 - 06; Lecturer, Yale University 2002-2003; Visiting Faculty, College of the Holy Cross 1998
Overseas Experience: Iran, United Arab Emirates, Pakistan, Turkey, United Kingdom, France, Germany
Language(s): Urdu 5, Persian 4, Arabic 3, French 4, English 5
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Introduction to Islamic Art; Introduction to Islamic Architecture; Painting and Poetry in Islamic Art; Modernism & Middle East; Documenting the World; Museum and Nation
Research/Teaching Specialization: Islamic Art and Architecture, Art Historical Methods, Pilgrimage, and the Representations of Kingship, Modern and Contemporary Architecture in the Middle East
Recent Publications: *Affect, Emotion, and Subjectivity in Early Modern Muclime Empres: New studies in Ottoman, Saffavid and Mughal art and culture*, Lieden: Brill, 2017; *The Transnational Monsque: Architecture and Historical Memory in the Contemporary Middle East*, University of North Carolina, 2015; "The Suggestive Portrait of Shah 'Abbas: Prayer and Likeness in a 1605 Safavid Shahnama (Book of Kings)," *The Art Bulletin*, 2012; *The Safavid Dynastic Shrine: History, Religion and Architecture in Early Modern Iran*, British Institute for Persian Studies, I. B. Tauris, 2011; *Modernism and the Middle East: Architecture and politics in the Twentieth Century* (edited), University of Washington Press, 2008.
Dissertations/Theses Supervised in Past Five Years: 1
Distinctions: Public Voices Fellowship, O p-Ed Project and the Women's Faculty Forum, Yale University, 2016-2017; Faculty Research Award, MacMillan Center, Yale University, 2016; Hilles Fund Award, Yale University, 2014. Faculty Travel Grant, MacMillan Center for International and Area Studies, Yale University, 2011-12; Griswold Grant, Yale University, 2011-12 and 2013-14; Carnegie Foundation Scholars Award for book project, 2009-11; Whitney Humanities Center Fellowship, Yale University, 2009-10; Hilles Fund Award, Yale University, 2009; Stanford Humanities Center grant for collaborative book project, 2008-09; MacMillan Center Director's Award, Yale University, 2007-11; Graham Foundation publication grant, 2006.

ROGERS, DOUGLAS: Associate Professor of Anthropology (tenured), Yale University. Appointed 2015
Education: Ph.D. Anthropology, University of Michigan 2004; M.A. Russian and East European Studies, University of Michigan 2002; M.A. Anthropology, University of Michigan 1999; B.A. Middlebury College, VT 1995
Academic Experience: Associate Professor of Anthropology, Yale University 2015-present; Associate Professor (term) of Anthropology, Yale University 2012-2015; Assistant Professor of Anthropology, Yale University 2007-2012; Assistant Professor and Postdoctoral Fellow, Miami University, OH 2004-2007
Languages: English, Russian
Percentage of Time Dedicated to Middle East Studies: 10%
Middle East Studies Courses Taught: Culture, power, oil
Research/Teaching Specialization: Sociocultural anthropology; natural resources and energy; religion and ethics
Recent Publications: *The Depths of Russia: Oil, Power, and Culture After Socialism*. University of Cornell Press 2015; *The Old Faith and the Russian Land: A Historical Ethnography of Ethics in the Urals*. Cornell University Press 2009; “Oil and Anthropology,” *Annual Review of Anthropology* 44 (2015); “Energopolitical Russian: corporation, State, and the Rise of Social and Cultural Projects,” *Anthropological Quarterly* 87/2 (2014)
Distinctions: Davis Center Book Prize in Political and Social Studies 2016

ROGINSKY, DINA: Senior Lector (Non-Tenured), NELC, Appointed 2010

Education: Post-Doctoral Research, New York University 2005; Ph.D., Tel Aviv University, 2006; M.A., Tel Aviv University 1998; B.A., Tel Aviv University 1994 ;

Academic Experience: Lector, Yale University 2010-Present; Lector , University of Toronto 2007-2010; Instructor, Toronto Board of Jewish Education, Teachers' Seminary Program 2006-2008

Overseas Experience: Israel – Instructor, Tel Aviv University, Ben Gurion University 1998-2005

Outreach: Articles in *Dance Today*

Language(s): Hebrew, English, Russian, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Modern Hebrew Language (beginners, intermediate, advanced); Hebrew in a Changing World; Israeli Popular Music; State and Society in Israel; Israel in Ideology and Practice; Reading Academic Texts in Modern Hebrew, State and Society in Israel.

Research/Teaching Specialization: Israel and Jewish Studies; Sociology of Culture; Modern Hebrew Language; Historical Ethnography; Nationalism and Ethnicity; Immigration and Diaspora; Arts and Folklore; Performance and Dance

Recent Publications: *Ideology in Motion*. (Manuscript to be submitted to Brandeis University Press); “Chains of Authenticity: Cultural Negotiation of Identity between Israeli and American Jewry”. *Israel Affairs*, in press, 2016; *Sara Levi-Tanai: A Life of Creation* (co-edited). Resling Press, 2015; “Folk Dance: Jewish and Israeli”, in *The Encyclopedia of Jewish Folklore*, M. E. Sharpe, Inc. 2013; “On the Symbolic and Physical Body: The Israeli Representative and Impaired Body” *Israeli Sociology*, 2012; “Structural Changes and Cultural Meanings in the Israeli Folk Dance Movement,” in *Perspectives on Israeli and Jewish Dance*. Wayne State University Press, 2011; *Dance Discourse in Israel* (co-edited). Tel Aviv: Resling Press (2009); “The National, the Ethnic and in-Between: Sociological Analysis of the Interrelations between Folk, Ethnic and Minority Dances in Israel,” in *Dance Discourse in Israel*

Dissertations/Theses Supervised in Past Five Years: 6

Distinctions: Yale Judaic Studies grant for the project: *In Search of Identity: Hebrew as a Heritage Language*, 2016-2018; The Israeli Pais Fund for Cultural Support. Publication grant to co-edit book: *Conflict in Dance: Jewish-Arab Relations in Israeli Dance* (with Dr. Henia Rottenberg), 2016-2017; The Israeli Ministry of Education and Culture, Publication grant to co-edit book: *Sara Levi-Tanai: A Life of Creation* 2013-2014; The Israeli Ministry of Education and Culture, Publication grant to co-edit book: *Dance Discourse in Israel* 2009-2010; The Association for Jewish Studies travel grant to Washington D.C. for presentation at the annual AJS conference 2008-2009; The Halbert Centre for Canadian Studies travel grant to Israel, for presentation at The 12th Biennial Jerusalem conference in Canadian Studies, The Hebrew University 2007-2008; Center for Jewish Studies at York University, Research grant for the project: Middle-Eastern Food Business in Toronto 2005-2006; The Hadassah-Brandeis institute research, Memorial Foundation for Jewish Culture, New York, post-doctoral grant 2004-2005; Doctoral prize from Ben-Zvi Institute

SALIME, ZAKIA: Visiting Associate Professor, Women's, Gender, and Sexuality Studies. Appointed 2016-17

Education: Ph.D. Sociology, University of Illinois at Urbana-Champaign 2005; M.A. University of Illinois at Urbana-Champaign 2002; Doctorat de Troisième Cycle in Sociology, University of Toulouse-Le Mirail, France 1985; B.A. University Mohamed ben Abdullah, Fez, Morocco 1981

Academic Experience: Associate Professor, Department of Sociology and Department of Women's and Gender Studies, Rutgers University 2011-present; Assistant Professor, Department of Sociology and Department of Women's and Gender Studies, Rutgers University 2008-2011; Assistant Professor, Department of Sociology, Michigan State University, East Lansing 2005-2008

Languages: English, French, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Gender in North Africa; Middle East Uprisings; Youth Culture Politics in North Africa and Middle East

Research/Teaching Specialization: Her work explores how seemingly universalist notions of gender equality, religious identity and citizenship rights have shaped movements and state transitions in North Africa and the Middle East

Recent Publications: *Freedom without permission: Space and Bodies in the Arab Revolutions* [co-edited]. Duke University Press 2017; *Between Feminism and Islam: Human rights and Sharia in Morocco*. University of Minnesota Press 2011; "Arab Revolutions: Legible Illegible Bodies," *Comparative Studies of South Asia, Africa and the Middle East* 35/3 (2015); "I Vote, I Sing: The Rise of Aesthetic Citizenship in Morocco," *International Journal of Middle East Studies* 47 (2015)

SAMUELS, MAURICE: Professor (Tenured), Department of French, Appointed 2006

Education: Ph.D., Harvard 2000; A.M., Harvard 1995; A.B. *summa cum laude* Harvard 1990; Graduate Research, Inst d'Études Politiques, Paris, 1990-91

Academic Experience: Associate Professor, Romance Languages (French), University of Pennsylvania, 2006; Assistant Professor., Romance Languages, University of Pennsylvania, 2000-06; Teaching Assistant, Department of Romance Languages, Harvard, 1996-97

Overseas Experience: France; Israel

Language(s): French 5; German 2; Latin 2

Percentage of Time Dedicated to Middle East Studies: 20%

Middle East Studies Courses Taught: Jewish Identity & French Culture

Research/Teaching Specialization: 19th century literature & culture: romanticism, realism, modernity, visual culture; French Philosemitism

Recent Publications: "L'invention de la littérature juive en France.", 2017; "The Right to Difference" *French Universalism & the Jews*, 2016; "Les grands auteurs juifs de la littérature française au XIXe siècle", *Nouvel Les - une anthologie*, 2015; "Nineteenth-Century Jewish Literature: A Reader", 2013

Distinctions: Whitney Humanities Cen Fellow, Yale, 2008-10; Gaddis Smith International Book Prize, MacMillan Center, Yale, 2007; Faculty Mellon Research Fellowship, Humanities Forum, PENN, 2005-06; Gruss Fellowship, Cen for Advanced Judaic Studies, PENN, 2005 (Spring); Research Foundation Grant, PENN 2003-04; Bourse Chateaubriand, 1998-99

SANJABI, MARYAM: Senior Lector, French

Education: PhD Sorbonne IV, 1992

Experience: Professor, Southern Illinois Univ.; Tehran Univ.; Univ. of California at Chico

Field Experience: Iran, France

Language Proficiency: French 5

Time Devoted to African Studies: 5%

Selected Courses: Orientalism in Art & Literature; French Orient: Influence of the Orient on French Lit.

Research/Teaching Specializations: 18th century literature and culture; the interplay between French and Persian literatures and thought; European women writer's images of Muslim women in Travel Literature; French translations in Middle Eastern languages; stylistic and literary analysis

Recent Publications: "Le Royaume Farfelu de Clara Malraux." *Bookbird* 36.2 (1998); "Mardumguriz: An Early Persian translation of Molière's *Le Misanthrope*." *International Journal of Middle East Studies* 30 (1998); "Akhundzada and his Voltaire: Re-reading the Enlightenment." *Iranian Studies* 28.1/2 (1995)

SANNEH, LAMIN: D. Willis James Professor of Missions & World Christianity (Tenured), Yale Divinity School, Appointed 1989

Education: Ph.D., University of London 1974; M.A., Birmingham University 1968; B.A. Union College 1967

Academic Experience: Chair, African Studies, Yale, 2006-09; Hon. Professional Res. Fellow, Sch. of Oriental & African Studies, Univ. of London, 1997-present; Fellow, Trumbull Coll., Yale Divinity Sch., 1989-present; Asst. & Assoc. Prof., Harvard Univ., 1981-89; San Francisco Theological Seminary, 1987; Vis. Lect., Harvard Univ., 1981-82; Lect., Univ. of Aberdeen, 1978-81; Lect., Univ. of Ghana, 1975-78; Vis. Scholar, Fourah Bay Coll., Univ. of Sierra Leone, Freetown, 1974-75; Resident Tutor, Ctr. for the Study of Islam & Christianity, Ibadan, Nigeria, 1969-71; Life Member, Clare Hall, Cambridge, 1996-present

Overseas Experience: Canada, Scotland, England, Middle East, Sri Lanka, Thailand, India, China, Germany, The Netherlands, Austria, Italy, Poland, Wales, France, Argentina, The Bahamas, Ghana, Sierra Leone, Nigeria, Kenya, Mali, Zaire, Israel, Cameroun, Senegal, Australia

Outreach: Featured in "Battle for Souls," *New York Times/Discovery Channel Documentary*, 2003; "Faith and the Secular State," *New York Times* Op-Ed, 2001; "World Christianity from an African Perspective: An Interview," *America*, 1994; "Lent and Ramadan," Interview, *The New York Times*, 1992

Language(s): French 3, Arabic 3, Wolof 4, Krio 4, Fula 2, Mandinka 4

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: West African Islam: Jihad Tradition and Its Pacifist Opponents; Christian-Muslim Dialogue; World Christianity; African Religion: Theological Inquiry

Research/Teaching Specialization: West African history; Islamic history; History of religion; African-American history; History of culture

Recent Publications: "The Last Great Frontier: Currents in Resurgence, Convergence, and Divergence of Religion." *Intl. Bulletin of Missionary Res.* 37.2 (2013); "Introduction to the Accra Charter of Religious Freedom and Citizenship." *Intl. Bull. of Miss. Res.* 35.4 (2011); "Christians in the Age of Islamic Enlightenment: A Review Essay." *Intl. Bull. of Miss. Res.* 34.3 (2010); "Persecuted Post-Western Christianity and the Post-Christian West." *Rev. of Faith & Intl. Affairs* 7:1, 2009; *Disciplines of all nations: pillars of world Christianity*. Oxford Univ. Press, 2008; *The Changing Face of Christianity: Africa, the West, and the world*. Eds. L. Sanneh & J. Carpenter. Oxford Univ. Press, 2005

Distinctions: Member, Council of 100 Leaders of the World Economic Forum, Davos; Awarded the Kluge Center Chair in Countries and Cultures of the South in the Library of Congress, 2004-2005; Elected in 2004 by Pope John Paul II to the Pontifical Commission for Historical Sciences; Nominated by House Democrats to the Commission on International Religious Freedom; The Pew Scholars Program, University of Notre Dame, 1993; Commander de l'Ordre National du Lion de Sènegal; Carneige Trust of the University of Scotland, 1980

SCHIFF, ANNE: PhD student and Graduate Teaching Assistant in Religious Studies

Education: Phd, Yale University, 1918

Academic Experience: Teaching Fellow (TF) at Yale University, 2017-18

Middle East Courses Taught: Biblical Hebrew (instructor), Old Testament Interpretation (TF), The Bible (TF)

Research/Teaching Specialization: Judaic Studies, Ancient Judaism; Engaged in research on Talmud, Midrash, and these works' cultural conversation with Romans and early Christians.

Distinctions: Won the 2008 Senior Prize

SCRUTON, BENJAMIN: Yale Graduate School Student, NELC

Education: B.A. double-major in History of Art and Near Eastern Languages & Civilizations, Yale University, 2014; Ph.D., student in Assyriology, Yale University

Research/Teaching Specialization: Taught language classes in Sumerian and Akkadian; working on a dissertation on the history of diplomatic marriages in Mesopotamia

SHAPIRO, IAN: Sterling Professor of Political Science, Director Yale Center for International & Area Studies, Appointed 1984

Education: J.D. Yale Law School 1987; Ph.D. Yale 1983; M.Phil. Yale 1980; B.Sc. Bristol University, U.K., 1978

Experience: Luce Director Whitney & Betty MacMillan Center for International & Area Studies, 2004-14; Chair, Department of Political Science, 1999-04; William R. Kenan, Jr. Professor of Political Science, 2000-04; Committee on Cooperative Research, 2000-present; Advisory Committee, Robert Wood Johnson Health Policy Scholars Program, 1998-03; Director, Program on Ethics, Politics, & Econ, 1992-98, 2001-02; Advisory Committee, Center for Comparative Research, 2000-present

Outreach Activities: Interviews & Lectures online: Podcast “Confronting Nuclear Proliferation in an Age of Terror” March 2007; NPR, The Faith Middleton Show, Aug 2007; The Author’s Hour, Washington State’s Public Affairs Network, May 2007; Podcast Interview with Blair Feulner on KPCW radio, 2007; Yale Institutional fundraising responsibilities

Overseas experience: South Africa, Israel, West Bank, Ghana, Nigeria, Kenya, Uganda, Ethiopia, Egypt, China, Russia

Language Proficiency: Afrikaans 5

Research/Teaching Specializations: South African Politics, the politics of development in East and West Africa

Courses: South African Politics in Comparative Perspective; Democracy and Distribution; Business and Government After Communism; Research and Writing Graduate Seminar; Graduate Proseminar in Contemporary Political Theory; Issues in Democratic Theory

Recent Publications: *Politics against Domination; The Real World of Democratic Theory* (2011); *Containment: Rebuilding a Strategy against Global Terror* (2007); *The Flight From Reality in the Human Sciences* (2005); *After Apartheid: The Second Decade* (co-edited, 2010)

Theses Supervised During Past 3 Years: 4 PhD, 2 M.A.; 12 B.A.

Distinctions: Elected member, Council on Foreign Relations, 2009; Elected Fellow, American Philosophical Society, 2008; Carnegie Scholar, 2000-02; Charles A Porter teaching prize, 2001; American Academy of Arts & Sciences Elected Fellow, 2000

SHAPIRO, SCOTT: Charles F. Southmayd Professor of Law and Philosophy (Tenured), Yale Law School, Appointed 2008

Education: Ph.D., Philosophy, Columbia University 1996; J.D., Yale Law School 1990; B.A., Philosophy, Columbia University 1987

Academic Experience: Charles F. Southmayd Professor of Law and Professor of Philosophy, Yale University, 2012 – present; Professor of Law and Professor of Philosophy, Yale University 2008–12; Professor of Law and Professor of Philosophy, University of Michigan, 2005–08; Visiting Professor of Law, Yale Law School, 2002–03; Professor of Law, Benjamin N. Cardozo School of Law, 1999–01; Visiting Professor of Law, Trinity College, Dublin, summer 1999, Visiting Professor of Law, Central European University, summer 1998; Visiting Professor of Law, Benjamin N. Cardozo School of Law, 1996–99; Instructor, Department of Philosophy, Columbia University, 1993–95

Middle East Studies Courses Taught: Criminal Law and Administration

Research/Teaching Specialization: Jurisprudence, Advanced Topics in Jurisprudence, Introduction to Transnational Law, Constitutional Law, Criminal Law and Administration, Family Law, Legal Theory, Workshop Colloquium, Introduction to Legal Philosophy

Recent Publications: *Legality*. Belknap Press, 2010; “Outcasting: Enforcement in Domestic and International Law” (co-authored). *Yale Law Journal*, 2011; “Was Inclusive Legal Positivism Founded on a Mistake?” *Ratio Juris*, 2009; “What is the Rule of Recognition (and Does it Exist)?” in *The Rule of Recognition and the U.S. Constitution*. Oxford University Press, 2009; “How Rules Affect Practical Reasoning” in *Rationality and Intentions*. Ashgate Publishing, 2008; “The ‘Hart-Dworkin’ Debate: A Short Guide for the Perplexed” in *Ronald Dworkin*. Cambridge University Press, 2007; “Five Answers” in *Legal Philosophy: 5 Questions*. Automatic/VIP Press, 2007; “What is the Internal Point of View?” *Fordham Law Review*, 2006

Distinctions: Gregory Kavka award for best published article in political philosophy for the two-year period, American Philosophical Association, 1998–99; Best paper in jurisprudence, Stanford-Yale Junior Faculty Forum; Jonathan Lieberman Memorial Award for best essay in moral philosophy, Columbia University

SHARP, CAROLYN J.: Professor of Hebrew Scriptures (Tenured), Yale Divinity School, Appointed 2001
Education: Ph.D. Hebrew Bible/Old Testament, Yale University 2000; M.A.R. *summa cum laude* Old Testament, Yale Divinity School 1994; B.A. Religious Studies, Wesleyan University 1985
Academic Experience: Professor of Hebrew Scriptures, Yale Divinity School, 2012–Present; Interim Associate Dean for Academic Affairs, Yale Divinity School, 2012-2013; Associate Professor of Hebrew Scriptures, Yale Divinity School, 2006-2012; Assistant Professor of Old Testament, Yale Divinity School, 2001-06; Lecturer Convertible in Old Testament, Yale Divinity School, Fall 2000; Teaching Fellow, Yale University, 1996-9
Outreach: “Luke 3:7-18: On the Fiscal Cliff with John the Baptist,” posted in The Huffington Post 2012; “Luke 1:39-56: Magnificat for a Broken World,” posted in The Huffington Post, 2011
Languages: English, Biblical Hebrew 4
Percentage of Time Dedicated to Middle East Studies: 100%
Middle East Studies Courses Taught: Character and Community in the Biblical Short Story: Jonah, Ruth, Esther; Contemporary Christian Theologies of the Old Testament; Exorcising Marcion’s Ghost: Claiming the Sacred in Difficult Old Testament Texts; Feminist Interpretation of the Hebrew Scriptures; Gender, Sex, and Power in the Books of Ruth and Esther; Godly Skepticism: The Book of Ecclesiastes and Its Reception in Early Christian Tradition; Hermeneutics and Authority: Reading Isaiah in Community; Irony and Meaning in the Hebrew Bible; Irony and the Outsider in Old Testament Narrative; Literary Criticism of the Hebrew Scriptures; Old Testament Interpretation: The Pentateuch and the Former Prophets; Old Testament Interpretation: The Latter Prophets and the Writings; Theology of the Book of Ezekiel; Tradition and Ideology in the Book of Jeremiah; Hebrew exegesis of Genesis, Judges, Isaiah, the Minor Prophets, Psalms
Research/Teaching Specialization: Biblical theology; Hebrew Scripture texts’ composition, redaction, rhetoric; Old Testament hermeneutics
Recent Publications: *Prophecy and Power: Jeremiah in Feminist and Postcolonial Perspective* (co-edited). Library of Hebrew Bible/Old Testament Studies, 2013; *Living Countertestimony: Conversations with Walter Brueggemann*. Westminster John Knox Press, 2012; *Disruptive Grace: Reflections on God, Scripture, and the Church*, by Walter Brueggemann. Fortress Press, 2011; *Wrestling the Word: The Hebrew Scriptures and the Christian Believer*. Westminster John Knox Press, 2010; *Old Testament Prophets for Today*. Westminster John Knox Press, 2009
Distinctions: Editorial board member of the *Journal of Biblical Literature*, the Library of Hebrew Bible/Old Testament Studies monograph series, and the *Biblical Interpretation* monograph series

SHAYESTEH, FARKHONDEH: Program Coordinator and Senior Lector, Persian, NELC, Appointed 2012

Education: Ph.D., Middle Eastern Studies, Persian Studies, University of Texas at Austin, 2011

Academic Experience: Instructor and course developer, University of Texas at Austin, summer 2009; Lecturer and TA, University of Texas at Austin, 2007-08; Lecturer, Ohio State University, summers 2004–06; Lecturer, University of Maryland, January 2005–June 2006; Instructor, University of Texas at Austin, summer 2003; Lecturer, University of Washington, summer 2002; Lecturer, University of Chicago, 2001–02

Language(s): Persian, Japanese, Arabic, French

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Reading Persian Texts; Cinema of Iran: Past and Present; Classical Persian Literature; Modern Persian Literature; Persian Culture and Media; Elementary Persian I and II; Intermediate Persian I and II; Iranian Film and Political Culture; Advanced Persian I and II

Research/Teaching Specialization: Language Pedagogy and Language Acquisition; Persian Literature: Modern Persian literature and literary translation, Comparative literature and culture; Iranian Cinema; Identity, exilic identity and diaspora; Japanese language, literature, and culture

Recent Publications: “Remembrance, Reflection, and Retention: Involuntary Memory in *Ayenehha-ye Dardar*,” *A Persian Mosaic: Essays on Persian Language, Literature and Film*, M.M. Khorrami, Ed., Ibex Publishers, Bethesda, MD, 2015; *The Islamic Middle East and Japan: Perceptions, Aspirations, and the Birth of Intra-Asian Modernity* [Book Review], Renée Worringer, Ed., *Journal of Near Eastern Studies*, Vol. 71, No. 2 (Oct. 2, 2012), pp. 410-412; “A Good Social Story [Translation]” and “My Little Prayer Room [Translation]”, *Black Parrot, Green Crow: A Collection of Short Fiction*, Houshang Golshiri. Washington D.C., Mage Publishers, 2003

Distinctions: Fellow, Yale University Pauli Murray College, from 2017; Founder, Persian Circle at Yale, Persian language lecture/presentation series, from 2016; Nominated for Horst Frenz Prize for the best paper by a graduate student at the annual meeting of the American Comparative Literature Association, 2009; Certification: American Council on the Teaching of Foreign Languages Certified Oral Proficiency Interview Tester and Rater, 2017

SIAMDOUST, NAHID: Postdoctoral Fellow, Council on Middle East Studies Appointed 2017

Education: Ph.D., University of Oxford, Modern Middle East Studies; M.A. Columbia University School of Public and International Affairs; B.A., Barnard College, Political Science & Art History

Academic Experience: Tutor at Oxford in Middle East History and Politics (Philosophy, Politics & Economics course); 2010-2014; Tutor at Oxford in Modern Iran; 2011-2014; Associate Professor, Sub-Faculty of Near and Middle Eastern Studies (teaching M.Phil. students, Oxford); 2014; Adjunct Professor, Dept of Media, Culture, and Communication, NYU (teaching undergrads “Middle East Media”); 2015-2017

Outreach Activities: Teacher Training Sessions at NYU and Yale on Iran and Middle East; Conferences and talks organized on Iran and the wider ME with dimensions designed specifically for the wider public; pulic Film Series on Iranian cinema

Overseas Experience: Lived, reported and researched in Iran for close to a decade; lived in Beirut, Lebanon

Language Proficiency: Persian (native); German (native); Arabic (working knowledge in Fusha; conversational competency in Levantine dialect); French (working knowledge and conversational competency); Latin

Percentage Time Devoted to ME Studies: 100%

Middle East Studies Courses Taught: Middle East History and Politics (undergrad, Oxford); Modern Iran (undergrad, Oxford); The Public Sphere in the Middle East (Master’s, Oxford); Middle East Media (undergrad, NYU); The Politics of Culture in Iran (undergrad, Yale)

Reserch/Teaching Specializations: intersection between politics and various modes of cultural production and media forms (music included) in Iran and the wider Middle East; productin of publics and counterpublics, the evolution of conceptions of authority and belief, and shifting notions of religiosity

Recent Publications: Soundtrack of the Revolution: The Politics of Music in Iran, Stanford: Stanford University Press, 2017; “Neither Islamic nor a Republic: Discourses in Music” in *Cultural Revolution in Iran: Contemporary Popular Culture in the Islamic Republic*, A. Sreberny & M. Torfeh (eds.), London: I.B. Tauris, 2013; “Tehran’s Soundscape as a Contested Public Sphere: Blurring the Lines between Public and Private” in *Divercities: Competing Narratives and Urban Practices in Beirut, Cairo and Tehran*, *Orient Institut Studies 3. (2015)*; http://www.perspectivia.net/publikationen/orient-institut-studies/3-2015/siamdoust_soundscape; “The Re-emergence and Evolution of Pop Music in the Islamic Republic of Iran: From Heavenly to Earthly Love” in *Social Change in Post-Khomeini Iran*, M. Monshipouri (ed.), London: Hurst & Co. Press, 2016; *Iranian Studies* Special Issue “The Politics of Gender and Generation in Iranian Pop Culture,” forthcoming 2018

Distinctions: Middle East Studies Association of America Malcom H. Kerr Dissertation Award in the Humanities, 2014; British Society for Middle Eastern Studies Leigh Douglas Memorial Prize, best Ph.D. dissertation on a Middle Eastern topic, 2014

SIEBERT, CRISTIN: Program Director, Council on Middle East Studies (CMES), appointed 2017

Education: M.A. (History) University of Illinois, 1998; B.A. (History & French) Dominican University, 1992

Academic Experience: Director of Student Affairs and Admissions, Jackson Institute for Global Affairs, Yale University, 2012-2017; Director of Study Abroad, Yale University, 2005-2012

Overseas Experience: Live and worked in Spain and France, represented Pompeu Fabra University and Yale University in South and East Asia, Europe, Latin and South America, Middle East, Africa

Language Proficiency: Spanish, French, Catalan

SIMON, DAVID: Lecturer, Political Science, and Ethics, Politics & Economics; Director of Graduate Studies, African Studies; Untenured; Appointed 2003

Education: MA 1995 & PhD 1999, University of California at Los Angeles; BA Princeton, 1991

Experience: Consultant, United Nations Office of the Special Assistant to Prevent Genocide, 2010-present; Adjunct Lecturer in Public Policy, Kennedy School of Government, Harvard, 2000-2003; Faculty Assoc., Ctr. for Intl. Development, Harvard, 2002-2003; Adj. Lect., George Washington Univ., 1998-2000; Lect., Univ. of California at Los Angeles; Center for American Politics & Public Policy, Washington, DC, 2000

Field Experience: Rwanda, Zambia, Ghana

Language Proficiencies: French 4, Chinyanja 2, Swahili 1

Percentage of Time Dedicated to Middle East Studies: 5%

Courses: Politics of Development Assistance; The Rwandan Genocide in Comparative Context; Government and Politics in Africa; Post-Conflict Politics; Africa in International Relations

Research/Teaching Specializations: Democratization; genocide; development studies

Recent Publications: “The Challenge of Social Reconciliation in Rwanda: Identity, Justice, and Transformation.” *New Directions in Genocide Research*. Ed. A. Jones. Routledge, 2011; Rev. of *A Thousand Hills: Rwanda's Rebirth and the Man Who Dreamed It*, by S. Kinzer. *J. of Genocide Research* 11 (forthcoming); Rev. of *The Order of Genocide: Race, Power, and War in Rwanda*, by S. Straus. *J. of Genocide Research* 10.2 (2008); *Historical Dictionary of Zambia*. 3rd ed. Scarecrow Press, 2008

Dissertations/Theses Supervised in Past 5 Years: 4

Distinctions: Dean's Research Fellowship, Harvard Univ. Kennedy School of Government, 2001; Graham Fellowship, UCLA, 1997-98; Center for the Study of American Politics & Public Policy Presidential Scholarship, UCLA, 1997-98; UCLA Diss. Year Fellowship, 1996-97; Fulbright Scholar, Zambia, 1995-96

SIMON, STEFAN: Director, Global Cultural Heritage Initiatives, Yale University

Academic Experience: Director of the Institute for the Preservation of Cultural Heritage (IPCH) at Yale University, dedicated to advancing the field of heritage science by improving the science and practice of conservation in a sustainable manner. He is responsible for directing the intellectual, creative, programmatic, and operational leadership of the Institute, leading multidisciplinary collaborations at the convergence of Yale's academic programs and outstanding collections. Simon has oversight for the Institute's six state-of-the-art laboratories, spanning Aging Diagnostics, Conservation, Digitization, Lens Media, Sustainable Conservation and Technical Studies. Dr. Simon is a leading voice in the international culture in crisis debate and involved in various collaborative efforts to document and preserve cultural heritage. He is also acting on public stage as advocate against illicit traffic of cultural property and for the study of authenticity questions. Between 2001 and 2005 he led the Building Materials Section at the Getty Conservation Institute, Los Angeles. Simon is a corresponding member of the German Archaeological Institute, and has been recognized with Honorary Professorships at X'ian Jiaotong University, China, and the Technical University Berlin. He has co-authored and published more than 125 articles on the preservation of cultural heritage.

SIMSEK, VEYSEL: Lecturer and Chauncey Postdoctoral Fellow in Grand Strategy, International Security Studies, 2016 – Present

Education: Ph.D., McMaster University, 2015; M.A., Bilkent University, 2005; B.Sc., Istanbul Technical University, 2002;

Academic Experience: Interim Codirector and Postdoctoral Research Fellow, Indian Ocean World Centre, McGill University, 2015-2016;

Overseas Experience: Turkey

Outreach: Coorganize and Coordinato, Indian Ocean World Center Speaker Series, McGill University, 2014-2016; Symposium for Ottoman Military History, I, Ankara, Turkey, 2012;

Language(s): Turkish, Ottoman Turkish, English, French, Modern Standard Arabic, Kurdish

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: History of the Ottoman Empire (1770-1920); The Great War in the Middle East and Balkans (1910 – 1925);

Research/Teaching Specializations: Military, Political and Diplomatic History of the Ottoman Empire, History of the Kurds and Kurdistan, War and Society in World History, Organized Violence and Religion, Millitary Industries

Recent Publications: Remaking the Ottoman Empire: Imperial Ideology, Military Power, and the Politics of Islam (1789 – 1856), (In-Progress); Under Fire and Lice: Experiences of an Ottoman soldier in World War I and the Turkish War of Independence (1919 – 1922), *Wandering thre Halls of Ottoman History: in Honer of Virginia H. Aksan(eds.)*, Leiden: Brill, (forthcoming in 2018); The First ‘Little Mermaids’: Conscripts for the Ottoman Army, 1826 -1853, *The Journal of Ottoman Studies*, 2014;

Dissertations/Theses Supervised in Past Five Years: 1

Distinctions: Henry Chauncy jR. ’57 Postdoctoral Fellwoship, International Security Studies, Yale University, 2016-2018; Richard Fuller Memorial Award for History, McMaster Unicersity, 2012; Alvin Irwin Ogilvie Graduate Scholarship, McMaster University, 2010

SKY, EMMA: Senior Fellow (Non-Tenured), Jackson Institute; Director, Yale Maurice R. Greenberg World Fellows Appointed 2012

Education: Study at Alexandria University, The Hebrew University of Jerusalem, and the University of Liverpool; Undergraduate degree in Oriental Studies, Oxford University

Academic Experience: Senior Fellow, Jackson Institute, Yale 2012 – present; Visiting Professor, King’s College, London, War Studies Department 2011-12; Fellow, Oxford University, Changing Character of War Programme 2011-12; Fellow at harvard University’s Kennedy School of Government 2011

Outreach: Political Advisor, U.S. Army, 2007-2010; Governorate Coordinator of Kirkuk, Coalition Provisional Authority, Iraq, 2003-04

Languages: Arabic, Hebrew

Overseas Experience: Bangladesh, Brazil, Egypt, Iraq, Jordan, Morocco, Nepal, Nigeria, Pakistan, Palestinian Territories, and United Arab Emirates

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: The New Iraq; Middle East Politics

Research/Teaching Specialization: Courses on Iraq and the international politics of the Middle East

Recent Publications: *The Unravelling: High Hopes and Missed Opportunities in Iraq (2015)*; Numerous articles including in *Foreign Affairs*, *Foreign Policy*, *Survival*, *U.S. Institute of Peace*, *Center for New American Strategy* and the *Journal of the Royal United Services Institute for Defence and Security Studies*

Distinctions: Officer of the Order of the British Empire, 2008; Member of the Order of the British Empire, 2003

SLANSKI, KATHRYN: Senior Lecturer (Non-Tenured), Department of Humanities, Appointed 2004

Education: Ph.D. Harvard 1997; AM Harvard 1995; BA (Honors) Johns Hopkins 1987

Academic Experience: Acting Director of Undergraduate Studies, Directed Studies, 2013 – present; Coordinator, Directed Studies: History and Politics, 2005 – present; Senior Lecturer, Yale University, 2013 – present; Lecturer, Yale University, 2004-13; Visiting Scholar/Adjunct Professor, Fairfield University, 2003-04; Lecturer (Assistant Professor), Tel Aviv University, 1999-02; Instructor, Harvard University, 1989-90, 1992-4

Overseas Experience: USAID Iraq-Amman Workshop, Instructor, summer 2004; Jordan, Israel

Languages: Akkadian

Percentage of Time Dedicated to Middle East Studies: 50%

Middle East Studies Courses Taught: The Hero in the Ancient Near East; Discovery and Reception of Ancient Egypt and Mesopotamia; Re-imagining the Ancient Near East; Translating the Hero; Akkadian Literature: Atrahatis advanced Babylonian language courses

Research/Teaching Specialization: Ancient Mesopotamia; Monumentality; Sacred & secular authority; ancient transmission & reception of literary, historical, rel & visual traditions; Ancient NEern lit, hist, rel, law & justice, visual arts, ancient languages

Recent Publications: “The Law Stele of Hammurabi and its Audience.” *The Yale Journal of Law and the Humanities*, 2012. “The Rod and Ring: Enduring Icon of Just Kingship, 2100-850 BCE” in *Regime Change in the Ancient Near East: from Sargon of Agade to the Seljuks*. The British Academy, 2007; “Representation of the Divine on the Babylonian Entitlement Monuments (kudurrus).” *Archiv für Orientforschung*, 2005; “Social Class System and Economy,” in *Ancient Mesopotamia, 3300-331 BCE*. Manly, 2004

Distinctions: Yale Kohut Fellowship; American Schools of Oriental Research Mesopotamian Fellowship; Vatat Social Sciences Fellowship; Tel Aviv University Junior Faculty Research grant; Harvard Dissertation Fellowship; Fulbright Fellowship (Munich); Fellow of the Whitney Humanities Center, Yale since 2006

SOLIS, LORNA: Founder/CEO, Yale World Fellow, Appointed 2017

Education: Harvard Kennedy School, Executive Program – Exponential Fundraising 2012; Yale, Jackson Institute for Global Affairs, Foundations for Leadership in the 21st Century – Global Issues 2011; Harvard Kennedy School, Executive Program - Global Leadership & Public Policy 2010; B.A., in Science, University of Florida

Academic Experience: Founder/CEO, Yale Greenberg World Fellows 2017; Lynke. Founder/CEO, 2013- present; UNHCR, Innovation, Advisory Board Member, 2013- present; Skidaddle Bags, Vice President, 2009-12 (pro-bono); Institutional Investor, Head of Africa & Latin America for the Magazine & Conference Group, 1997-2009 (Full-time), 2009-2013 (Consultant); I.D.E.A. (Independent Economic Analysis). Director, Latin American Relations. 1996-97; Latin Finance. Government Relations Manager. 1994-96; Water & Air Research Inc. Research Assistant, 1992-94

Overseas Experience: Artist/figurative sculptor. Won numerous awards and scholarships, and exhibited work in NYC including at Avery; Fisher Hall in Lincoln Center and The Catharine Lorillard Wolfe Gallery

Language(s): English, Spanish

Outreach: Institutional Investor. Head of Africa & Latin America for the Magazine & Conference Group 1997-2013

SORKIN, DAVID: Lucy G. Moses Professor of Judaic Studies and Professor of History, Appointed 2014

Education: Ph.D. University of California, Berkeley, 1983; M.A. University of California, Berkeley, 1977; B.A. University of Wisconsin, Madison 1975; M.A., Oxford University, 1990 (Special Election)

Academic Experience: Lucy G. Moses Professor of Judaic Studies and Professor of History, Yale University, 2014; Distinguished Professor of History, City University of New York Graduate Center, 2011 – 14; Frances and Laurence Weinstein Professor of Jewish Studies and Professor of History, University of Wisconsin-Madison, 1992 – 2011; From Junior Research Fellow to Lecturer in Modern History and Fellow, Centre for Postgraduate Hebrew Studies and St. Antony's College, Oxford University, 1986 - 92; Assistant Professor of Judaic Studies, Brown University, 1983 – 86

Research/Teaching Specialization: British Academy Research Travel Grant, 1991; Brown University Faculty Development Fund, 1984, Memorial Foundation for Jewish Culture, Doctoral Fellowship, 1979 - 83; DAAD (German Academic Exchange Service) (declined), 1980 – 81; National Foundation for Jewish Culture, Doctoral Fellowship, 1979 – 81; Foreign Language Area Studies Fellowship (Hebrew), 1978; University of California, Berkeley Graduate Division, Grant-in Aid, 1976 – 77; Phi Beta Kappa Graduate Fellowship (Alpha of California), 1976 – 77; University of California Graduate Fellowship 1975 - 78

Recent Publications: “The Religious Enlightenment .”, 2008; “The Berlin Haskalah and German Religious Thought .”, 2000; “Moses Mendelssohn and the Religious Enlightenment .”, 1996; “The Transformation of German Jewry.”, 1987;

Distinctions: Dorothy and Hsin-Nung Yao Teaching Award (History, UW-Madison), 2010; National Jewish Book Award for Scholarship (Oxford Handbook of Jewish Studies), 2003; "Editor's Choice," Reviews in Religion and Theology (The Berlin Haskalah and German Religious Thought), 2000; Present Tense/Joel H. Cavior Literary Award for History (The Transformation of German Jewry) 1988; History Department Seminar Paper Prize (U. of California, Berkeley), 1980; Goor Graduate Essay Prize in Jewish Studies (U. of California, Berkeley), 1979

SPINKS, BRYAN: Bishop F. Percy Goddard Professor of Sacred Music and Professor of Divinity, Appointed 1998
Education: D.D. University of Durham (Earned Degree; UK Higher Doctorate), 1988; B.D. University of Durham 1979; M.Th. University of London, 1972; Diploma in Theology (with distinction), University of Durham, 1971; B.A. Honours Theology, University of Durham, 1970; Ordination training: St. Chad's Col, U of Durham (1969–71); Post-Graduate Certificate in Education, Cambridge University, 1980; Further Certificate of Professional Training, University of Cambridge, 1985

Academic Experience: Professor of Liturgical Studies and Chair of Liturgy Program, Yale University: Institute of Sacred Music, Yale Divinity School, and Berkeley Divinity School; Visiting Research Fellow, Merton College, Oxford, Trinity Term, 2004; Hensley Henson Lecturer, University of Oxford, 2000; Visiting Fellow, St. Cross College, Oxford; Visiting Associate Professor of Liturgy, Institute of Sacred Music, Yale University, 1997; Visiting Associate Professor of Liturgy, Department of Theology, University of Notre Dame, 1996; Affiliated Lecturer, Faculty of Divinity, University of Cambridge, 1982–98

Overseas Experience: Anniversary lecture Church Service Society, New College Edinburgh, 2015; Two of the Robertson seminars, Glasgow University, 2014; Paper at the British Academy lectures for 350th anniversary of the 1662 Prayer Book, 2012; Paper at the Addai and Mari Congress, Pontifical Oriental Institute, Rome, October, 2011; Major paper at Societas Liturgica Conference, Reims, France, 2011; Embodying a Reformed Liturgic in Today's Ecumenical Climate' ARLW, Calvin College, 2001; Paper at the Alexander Schmemmann conference, St. Vladimir's Seminary New York, 2009; Key Note lecture, Society for Liturgical Study, Mirfield, 2008; Paper at the Orthodox Theological Conference, Moscow, 2007;

Percentage of Time Dedicated to Middle East Studies: 10%

Middle East Studies Courses Taught: The Churches of the East

Research/Teaching Specialization: Marriage liturgy; English Reformation worship traditions; Eucharistic prayer and theolog; Christology; Liturgy of the Eastern churches

Recent Publications: "The Spirit in Worship- Worship in the Spirit.", 2009; "The Place of Christ in Liturgical Prayer. Trinity, Christology, and Liturgical Theology.", 2008; "Baptismal Patterns in Early Syria: Another Reading" in *Studia Liturgica Diversa*. Pastoral Press, 2004;

Distinctions: Conant Research Grant 2003 & 2004; Lilly Theological Research Grant, 2000; Bethune Baker Awards 1993 & 1995; British Academy Travel and Conference Awards, 1986, 1987, and 1993, Leverhulme Trust Award 1985, Lightfoot Scholar, University of Durham 1970–71

STAHL, NANETTE: Curator of Judaica Collection (Non-Tenured), Sterling Memorial Library, Appointed 1993

Education: Ph.D. Hebrew Lit, University of California, Berkeley 1993; M.A. Hebrew Lit, University of California, Berkeley, 1973; M.L.S. W/D Pratt Institute Graduate Library School 1967; B.A. French & Spanish, Brooklyn College 1966

Academic Experience: Judaic Curator & Bibliographic instructor Judaic Studies, Yale, 1993-present; Instructor of Hebrew Language, UC Berkeley, 1977-80, 1992-93; Instructor, Lehrhaus Judaica, UC Berkeley, 1990-92; Lecturer, Department of Near Eastern Studies, UC Berkeley, 1989-90; Head Librarian, Jewish Community Library of the Bureau of Jewish Education, 1981-89; Judaica Bibliographer, Law Library, School of Law (Boalt Hall), UC Berkeley, 1970-80

Language(s): Hebrew 5, French 4, Spanish 4, Yiddish 4, Ladino 3, German 3

Percentage of Time Dedicated to Middle East Studies: 100%

Recent Publications: Sholem Asch Reconsidered, editor (2004); "Mendele Moykher Sforim" in *Reader's Guide to Judaism* (2000); *Law and Liminality in the Bible* (1996)

Distinctions: Lucius N. Littauer Foundation grant for "Jewish Music Conference at Yale," 2003; Lucius N. Littauer Foundation grant for "Sholem Asch Reconsidered," 2000; Gift of Jerome & Roslyn Meyer, \$5000 for conference "Sholem Asch Reconsidered"; Conferences: "Moses Maimonides: His life and His Love of God," 2004; "Tel-Aviv at 100: Modern Myths and Reality," 2010.

STERN, ELIYAHU: Assistant Professor (Non-Tenured), Dept. of Judaic Studies, Appointed 2010

Education: Ph.D., University of California Berkeley 2008; M.A. The Bernard Revel Graduate School, Yeshiva University 2003; B.A. Yeshiva University Honors College 2001

Academic Experience: Assistant Professor of Modern Jewish Intellectual and Cultural History, Program in Judaic Studies and the Department of Religious Studies, Yale University 2010 - present; Director of Undergraduate Studies, The Program in Judaic Studies, Yale University, 2010; Junior William Golding Fellow and Fellow in Jewish History, Brasenose College and The Oriental Institute, 2008-2010

Overseas Experience: Consultant for Permanent Exhibit for The Polish Museum of Jewish History, Warsaw Poland.

Outreach: “The History of the ‘Litvaks,’” National Museum of American Jewish History, Philadelphia, 2014; “After the Last Survivor: the Future Memory of the Holocaust,” Holocaust Memorial Lecture, Temples Sons of Israel, 2012; “Lectures on Judaism,” scholar-in-residence, Congregation Beth-Shalom, 2011; “Don’t Fear Islamic Law in America,” *The New York Times*, 2011; “Why the Mania over Madoff is Dangerous,” *The NY Jewish Week*, 2009; “Realigning Jewish Peoplehood,” *First Things*, 2008.

Language(s): German, Hebrew, Yiddish, Russian (in progress)

Percentage of Time Dedicated to Middle East Studies: 30%

Middle East Studies Courses Taught: Secularism: From the Enlightenment to the Present, Modern Jewish Intellectual History, Law and Ethics in Modern Judaism

Research/Teaching Specialization: Zionism, secularism, and religious radicalism

Recent Publications: *The Genius: Elijah of Vilna and the Making of Modern Judaism*, Yale University Press, 2013; “Demographics and Genius in Modern Jewish History,” *Jewish Quarterly Review* 2011; “The Origins of Violence: The Judaic in Walter Benjamin’s Critique of Violence,” *Report of The Oxford Centre for Hebrew and Jewish Studies* 2009

Distinctions: Samuel and Ronnie Heyman Prize 2012; Frederick W. Hilles Publication Fund, Yale University 2010; Koret Fellowship at U.C. Berkeley 2003-2008; YIVO Institute Gitleson-Tell Memorial Fellowship 2005-2006

STOUT, HARRY: Jonathan Edwards Professor of American Religious History, Yale University, Appointed 1991

Education: B.A., Calvin College, 1969; M.A., Kent State University, 1972; Ph.D., Kent State University, 1974

Academic Experience: Jonathan Edwards Professor of American Religious History, Yale University, 1991; John B. Madden Master, Berkeley College, Yale University, 1991; Associate Professor, University of Connecticut, 1979 – 1985; Assistant Professor, University of Connecticut, 1974 - 1978

Research/Teaching Specialization: A Moral History of the American Civil War; “Remigration and Revival: Two Case Studies in the Social and Intellectual History of New England, 1630-1745,” Doctoral dissertation, Kent State University, 1974.

Recent Publications: “Stories of Faith, Stories of America: Religion in United States History .” 2003; “The Works of Jonathan Edwards.” 2003; “Religion and the American Civil War.” 1999; “Readings in American Religious History.” 1997; “New Directions in American Religious History.”, 1997; “A Jonathan Edwards Reader.”, 1995

Distinctions: NDEA Title IV Fellowship, 1973 - 74; Newberry Library Fellowship, 1974; University of Connecticut Faculty Summer Fellowship, 1976 - 78; NEH Research Fellowship, 1977; Mellon Fellowship in the Humanities, University of Pennsylvania, 1978; Huntington Library Research Award, 1978 - 1988; Lilly Endowment (summer) Haven Fellowship American 1980 – 1987

SVOLIK, MILAN: Professor of Political Science, Yale University

Education: Ph.D., University of Chicago, 2006

Academic Experience: Professor of Political Science, Yale University, he has authored and co-authored articles on the politics of authoritarian regimes and democratization in leading political science journals, including the *American Political Science Review*, the *American Journal of Political Science*, and the *Journal of Politics*. He is the author of *The Politics of Authoritarian Rule* (Cambridge University Press, 2012), which received the best book award from the Comparative Democratization Section of the American Political Science Association. In addition to continuing work on the politics of authoritarianism and democratization,

Research/Teaching Specialization: Current research includes projects on electoral fraud, patronage politics, the politics of identity & redistribution, and a new book *Democratization in the Age of Elections*.

Recent Publications: “The Politics of Authoritarian Rule” 2012

TİRYAKİOL, SELİM: Turkish lector, NELC, Appointed Fall 2018

Education: Ph.D. Marmara University, Graduate School of Education Science, Department of Turkish Language Education, 2013-expected 2018; M.A. Marmara University, Graduate School of Science Education, Department of Turkish Language Education 2013; B.A. Marmara University, Department of Turkish Language Education 2010

Academic Experience: Turkish lector, NELC, 2018; *Visiting Scholar*, Department of Linguistics/TESOL, Central Connecticut State University 2018; *Research Assistant*, Department of Turkish Language Education, Yıldız Technical University 2013- present;

Overseas Experience: Turkey

Language(s): Turkish, English, Arabic, Perion

Research/Teaching Specialization: Turkish, Turkish as a heritage language, Connecticut Branch, 2018; Common European Framework of Reference for Languages in Teaching Turkish as a Foreign Language, Yıldız Technical University, 2017; Turkish as a Second Language, Yıldız Technical University, 2014-17; The Literary Texts in Turkish Language Education, Yıldız Technical University, 2016; Ottoman Turkish, Yıldız Technical University 2014-15; Ottoman Turkish, Afyon Kocatepe University, 2011-13; Teaching Turkish as a Second Language, Center for Scientific Research, 2010-11

Recent Publications: “Historical Roots of Turkish Language Education.” *Mustafa Kemal University Journal of Graduate School of Social Sciences*, 2014

TOORAWA, SHAWKAT: Professor, Department of Near Eastern Languages and Civilizations, Appointed 2016
Education: Ph. D., University of Pennsylvania 1998; M.A. University of Pennsylvania, 1989; B.A. University of Pennsylvania, 1985;

Academic Experience: Instructor, Duke University (1989 -1991); Lecturer, University of Mauritius, (1996 -2000); Associate Professor, Cornell University (2000 – 2016); Director of the School of Abbasid Studies; Department Chair, Professor of Near Eastern Languages and Civilizations (present);

Overseas Experience: Mauritius, Kuala Lumpur, Port-Luis

Outreach: Member of the Editorial Boards of the *Journal of Abbasid Studies*, the *Journal of Arabic Literature*, the *Journal of Qur'anic Studies* and *Middle Eastern Literatures*; Executive Editor of the Library of Arabic Literature;

Language(s): English, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Intermediate Classical Arabic I & II, Medieval Travel,

Research/Teaching Specializations: classical and medieval Arabic literature, especially the literary and writerly culture of Abbasid Baghdad; the Qur'an, in particular hapaxes, rhyme-words, and translation; the Waqwaq Tree and islands; Indian Ocean studies, particularly Creole literatures of Mauritius and the Mascarenes; modern poetry; translation; and SF film and literature.

Recent Publications: *Interpreting the Self: Autobiography in the Arabic Literary Tradition* (2001), co-authored with the RRAALLgroup; *Ibn Abi Tahir Tayfur and Arabic Writerly Culture: A ninth-century bookman in Baghdad* (2005, paper 2010); a critical edition and translation of Adonis's *A Time Between Ashes and Roses: Poems* (2004); the reference work, *Arabic Literary Culture: 500–925*, co-edited with Michael Cooperson; the edited collection, *The Western Indian Ocean: Essays on islands and islanders* (2007); an edited anthology, *The City that Never Sleeps: Poems of New York*(2014); and a critical edition and collaborative translation with the editors of *th Consorts of the Caliphs: Women and the court of Baghdad* (2015)

Dissertations/Theses Supervised in Past Five Years:

Distinctions: New Directions Fellowship, Andrew W. Mellon Foundation (2006 – 2009); Visiting Fellowship, Oxford Centre for Islamic Studies, 2007; Jame A. Perkins Prize for Interracial Understanding and Harmony, Cornell University, (2006); Honorary Member, National Residence Hall Honorary (2008-2010);

TRIVELLATO, FRANCESCA: Frederick W. Hilles Professor of History, Department of History, Yale University, Appointed 2011

Education: Ph.D., History, Brown University, 2004; Ph.D., Economic and Social History, Università Luigi Bocconi, Milan, Italy, 1999; B.A., History, *cum laude*, Università Ca' Foscari Venezia, Italy, 1995;

Academic Experience: Director of Graduate Studies, Yale University, 2010-12; Visiting Associate in History, California Institute of Technology, May 2012; Professor of History, Yale University 2007–11; Directeur d'études invité, École des Hautes Études en Sciences Sociales, Paris, 2010; Assistant Professor of History, Yale University, 2004–07; Assistant Professor, University of Venice, 2001-03

Overseas Experience: Italy, France, Germany, Portugal, Spain, Israel

Language(s): English (fluent), Italian (native), French (fluent), Portuguese (good), Spanish (good), German (fair)

Percentage of Time Dedicated to Middle East Studies: 15% **Middle East Studies Courses Taught:** The Mediterranean from the Crusades to Napoleon; Readings in Early Modern Europe and the Ottoman Empire

Research/Teaching Specialization: Early Modern European History; Jews and Early Modern Economy; Shephardic Diaspora and Cross-Cultural Trade in the Early Modern Period **Recent Publications:** "Credit, Honor, and the Early Modern French Legend of the Jewish Invention of Bills of Exchange," *Journal of Modern History*, 2012; *The Familiarity of Strangers: The Sephardic Diaspora, Livorno, and Cross-Cultural Trade in the Early Modern Period*. Yale University Press, 2009; paperback edition, 2012; *Trans-regional and Transnational Families in Europe and Beyond: Experiences since the Middle Ages* (co-edited). Berghahn Books, 2011 **Dissertations/Theses Supervised in Past Five Years:** 3 **Distinctions:** Berlin Prize, American Academy in Berlin, 2013; Winner of the 2010 American Historical Association Leo Gershoy Award for the most outstanding work published in English on any aspect of seventeenth- and eighteenth-century European history; Co-winner of the Association of Jewish Studies Jordan Schnitzer Book Award for the best book in Early Modern and Modern Jewish History published in English between 2006 and 2010

VAN BLADEL, KEVIN: Professor, Near Eastern Languages and Civilizations/Yale College and Yale Graduate School, Appointed 2017

Education: Ph.D., Near Eastern Languages and Civilizations, Yale University 2004; M.Phil., Near Eastern Languages and Civilizations, Yale University, 2001; M.A., Classics: Greek and Latin Languages, University of Illinois at Urbana-Champaign, 1996; A.B., History: Ancient and Medieval, University of Illinois at Urbana-Champaign 1994

Academic Experience: Professor, Near Eastern Languages and Civilizations/Yale College and Yale Graduate School,

Research/Teaching Specializations: The Near East 200-1200, Ancient Iran, early Arabic scholarship, Historical sociolinguistics

Language(s): Arabic, Syriac/Aramaic, Old Persian, Avestan, Middle Persian, New Persian, Parthian, Bactrian, ancient Greek, Latin, Sanskrit, Coptic, French, German, Spanish, Italian

Recent Publications: "Al-Bīrūnī on Hermetic Forgery," *Gnosis: Journal of Gnostic Studies* 3, 2018, 54-66; "Zoroaster's Many Languages," in Shawkat Toorawa and Joseph Lowry (eds.), *Arabic Humanities, Islamic Thought: a Festschrift for Everett K. Rowson*, Leiden: Brill, 2017, 190-210; "Graeco-Arabic Studies in Classical Near Eastern Studies: An Emerging Field of Training in Its Broader Institutional Context," in *Intellectual History of the Islamicate World* 3 (2015): 316-325; "Eighth-Century Indian Astronomy in the Two Cities of Peace," in Asad Ahmed, Robert Hoyland, Behnam Sadeghi, and Adam Silverstein (eds.), *Islamic Cultures, Islamic Contexts: Essays in Honor of Patricia Crone*, Leiden: Brill, 2014, pp. 257-294.; "The Arabic History of Science of Abū Sahl ibn Nawbakht (fl. ca 770-809) and Its Middle Persian Sources," in David Reisman and Felicitas Opwis (eds.), *Islamic Philosophy, Science, Culture, and Religion: Studies in Honor of Dimitri Gutas*, Leiden: Brill, 2012, pp. 41-62.; "The Bactrian Background of the Barmakids," in *Islam and Tibet: Interactions along the Musk Routes*, ed. Anna Akasoy, Charles Burnett, and Ronit Yoeli-Tlalim, Ashgate, 2011, pp. 45-87.

Distinctions: Visiting Research Scholar at the Institute for the Study of the Ancient World, NYU, Jan. 2008-June '09; Arnold L. and Lois S. Graves Award in the Humanities, Spring 2008; Membership and Residency at the Institute for Advanced Study, Princeton, Fall 2007; National Endowment for the Humanities Summer Stipend, 2007

VAN DEUSEN-SCHOLL, NELLEKE: Director, Center for Language Study, Appointed 2007; Associate Dean, Yale College, 2013-present; Professor Adjunct of Linguistics.

Education: Ph.D. University of Florida 1988; M.A. University of Florida 1983; BA University of Utrecht, 1978

Experience: Director, Penn Language Center, PENN, 2001-07; Adjunct Associate Professor, Graduate School of Education, PENN, 2001-07; Lecturer, Dutch Studies Program, Department of German, UC Berkeley, 1994-01; Academic Coordinator, Berkeley Lang Center, UC Berkeley, 1997-00; Associate Coordinator, ESL Summer Program, UC Berkeley, 1997-00; Assistant Professor of Linguistics, Department of English, California State University Chico, 1991-94; Coordinator of English as a Foreign Language Program, California State University Chico, 1991-94; Coordinator, English as a Second Language Program, Indian River Community College, 1988-91
Language Proficiencies: Dutch, 5; French, 4; German, 4; Afrikaans, 4; Spanish, 3; Arabic, 3; Haitian-Creole 2, Ancient Greek 2, Classical and Medieval Latin 2, Old and Middle English 2, Middle Dutch 2, Middle High German 2

Research/Teaching Specializations: Applied linguistics; Sociolinguistics; Foreign and second language learning; Language pedagogy; Heritage language teaching and learning; Technology and foreign language learning; Language policy

Recent Publications: Van Deusen-Scholl, N. & S. May. (Eds.) (2017). *Encyclopedia of Language and Education, 3rd Edition, Volume 4: Second and Foreign Language Education*. Dordrecht: Springer; Van Deusen-Scholl, N. (2018). Heritage language education in a distance environment: Creating a community of practice. In S. Bauckus & S. Kresin. (Eds.). *Connecting across languages and cultures. A heritage language Festschrift in honor of Olga Kagan*, 127-139. Bloomington, IN: Slavica; Charitos, S. & Van Deusen-Scholl, N. (2018) Engaging the city; Language, space, and identity in urban environments. In S. Thorne & S. Dubreil. *Engaging the world. Social pedagogies and language learning*, 15-36. AAUSC Volume 2017. Boston: Cengage.; Van Deusen-Scholl, N. & Suzanne Young. (2017) “The role of language centers in the professional development of non-tenure track language faculty.” In: F. Kronenberg. *From Language Lab to Language Center and Beyond: The Past, Present, and Future of the Language Center*. IALLT Publications; Charitos, Stéphane & Van Deusen-Scholl, N. (2017). The Shared Course Initiative: Toward curricular collaboration across institutional boundaries. In J. Watzinger-Tharp and P. Urlaub (Eds.). *The Interconnected Language Curriculum: Critical transitions and interfaces in articulated K-16 contexts*. AAUSC Volume 2016. Van Deusen-Scholl, N. (2014) Current issues in heritage language research. In Wiley, T. et al. (Eds.). *Handbook of Heritage and Community Languages in the United States: Research, Educational Practice, and Policy*. Routledge.

Distinctions: Andrew W. Mellon Foundation, Co-Principal Investigator with Stephane Charitos (Columbia) on a joint project with Yale, Columbia and Cornell, “The Less Commonly Taught Languages Distance-learning Initiative” (or Shared Course Initiative-SCI), 2012-18; Arthur Vining Davis Foundation Grant as Principal Investigator for developing a distance-learning infrastructure for Directed Independent Language Study (DILS), 2010-13; U.S. Department of Education, Fund for the Improvement of Postsecondary Education, Principal Investigator, The Fields Model for Advanced & Discipline-Specific Language Learning, 2008-11; SAS Lang Teaching Innovation Grants, Curriculum develop & integration of technology for Pashto (with Sanad Shah), 2007; UC Berkeley Language Center Fellowship, Spring 2001, for research project entitled “UC survey on heritage language instruction.”

WEISS, HARVEY: Professor (Tenured), Department of Near Eastern Languages and Civilizations & Yale School of Forestry, Appointed 1990

Education: Ph.D. University of Pennsylvania 1976; B.A., CUNY 1966

Academic Experience: Director, Tell Leilan Project, 1978-Present; Associate Professor, Yale, 1981-90; Assistant Professor, Yale, 1976-81

Overseas Experience: Excavation of Tell Leilan (Syria); Visiting Professor, Università di Roma, 1998

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: The Genesis and Collapse of Old World Civilizations; Mesopotamian Origins; Abrupt Climate Change and Societal Collapse; Archaeologies of Empire

Research/Teaching Specialization: Mesopotamia, early agriculture, cities and empires; Holocene paleoclimatology and environmental change.

Recent Publications: "Altered Trajectories: The Intermediate Bronze Age," in M. Steiner And A. Killebrew, eds., *Oxford Handbook of the Archaeology of the Levant* Oxford: Oxford University Press 2014; "The Hābūr Region in the Late Third and Early Second Millennium B.C.," in W. Orthmann, ed., *The History and Archaeology of Syria*. 2015; "Micro- and Macro-Contexts of the Tell Leilan Eastern Lower Town Palace Archives," in Jesper Eidem, *The Eastern Lower Town Palace Archives* (co-authored). Yale Tell Leilan Research, volume 2. New Haven: Yale University Press 2008; "Holocene Climate and Cultural Evolution in Late Prehistoric-Early Historic West Asia" (co-authored), in *Climate and Cultural Evolution in Late Prehistoric-Early Historic West Asia*. Quaternary Research, 2006; "The Habur Region in the Late Third and Early Second Millennium B.C." (co-authored), in *The History and Archaeology of Syria. Vol. 1*. Saarbrücken Verlag, 2005

Dissertations/Theses Supervised in Past Five Years: 1

WILSON, ROBERT: Hooper Professor of Religious Studies and Professor of Old Testament (Tenured), Yale Divinity School Appointed 1972

Education: Ph.D. Yale University 1972; M.A. Yale University, 1969; B.D. Yale Divinity School 1967; A.B., Transylvania University 1964

Academic Experience: Hooper Professor of Religious Studies, Yale University, 1991-Present; Professor of Old Testament, Yale University 1983-Present; Associate Dean of Academic Affairs, Yale Divinity School 2004-08; Director of Graduate Studies, Department of Religious Studies, Yale University 2002-03; Chairman, Department of Religious Studies, Yale University 1995-96

Outreach: "The Isaiah Texts in Handel's Messiah," Branford Lutheran Church, March 22, 2003; "Christians, Muslims, and Jews: Who are God's Chosen People?," Litchfield & Middlesex Association of the United Church of Christ, Clergy Forum, Madison, CT, January 29, 2003.

Language(s): English, Hebrew

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Old Testament Interpretation; Prophecy in a Time of Crisis; Old Testament Seminar (recent topics: The Book of Ezekiel, The Book of Isaiah; The Book of Jeremiah; The Book of Kings; Deuteronomy; Problems in the History of Israelite Religion); History and Methods of Old Testament Interpretation

Research/Teaching Specialization: Israelite prophecy, the Deuteronomistic history, and ancient Israelite religion in its social and cultural context.

Recent Publications: "Scribal Culture and the Composition of the Book of Isaiah," in *The Bible as a Human Witness to Divine Revelation: Hearing the Word of God Through Historically Dissimilar Traditions* [Festschrift for Gerald T. Sheppard] T & T Clark, 2010; "Scribal Culture and the Composition of the Book of Isaiah," in *The Bible as a Human Witness to Divine Revelation: Hearing the Word of God Through Historically Dissimilar Traditions* [Festschrift for Gerald T. Sheppard] T & T Clark, 2010

Dissertations/Theses Supervised in Past Five Years: 7

Distinctions: National Selection Committee (Middle East and North Africa) Fulbright Graduate Student Grants; President, The Biblical Colloquium, 1998-2000; Director, NEH Summer Seminar for College Teachers, 1981

WOOD, GRAEME: Lecturer in Political Science

Education: AB, Harvard College, 2002; AA, Deep Springs College, 1999; American University in Cairo; Indiana University

Academic Experience: He has received fellowships from the Social Sciences Research Council (2002-2003), the South Asian Journalists Association (2009), the East-West Center (2009-2010), and the U.S. Holocaust Memorial Museum's Center for the Prevention of Genocide (2013-2014). He has appeared many times on television and radio (CNN, ABC, BBC, MSNBC, et al.), was the screenwriter of a Sundance Official Selection (2010, short film), and led a Nazi-hunting expedition to Paraguay for a History Channel special in 2009.

WYRTZEN, JONATHAN: Assistant Professor (Tenured), Department of Sociology, Appointed 2009

Education: Ph.D., History of Modern Middle East & North Africa, Georgetown University 2009; M.A., Middle Eastern Studies, University of Texas 1999; B.A., University of Texas 1996

Academic Experience: Lecturer, Georgetown University, 2008-09; Lecturer, School of Social Sciences and Humanities, Al Akhawayn University, Ifrane, Morocco, summer 2006; Teaching Assistant, Georgetown University, 2004-05; Lecturer, Center for Academic Development, Al Akhawayn University, Morocco, 2001-03; Teaching Assistant, University of Texas at Austin, 1998-99

Overseas Experience: Visiting Faculty at Al Akhawayn University, Ifrane, Morocco; Research in archives in Morocco and France; Hebrew University, Jerusalem, 1996-97, summer 1999; Haifa University, Israel, 1995

Outreach: Research methods presentation to Sociology Department at Moulay Ismail University, Meknes, Morocco; Presentation on *Making Morocco* at Al Akhawayn University; Presentation on ISIS to Foote School high school, New Haven, CT; Presentation on Moroccan culture and history to John C. Daniels Elementary School, New Haven, CT; Presentation "Stateness in the Sahara" PIER teacher conference on Mali at Yale; Presentation "Multiculturalism in North Africa" - for George Washington Academy, Ifrane, Morocco

Languages: Arabic (Modern Standard) 5, Moroccan Arabic, French 5, Hebrew (Modern) 5

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Islamic Societies, Culture, and Politics; Society and Politics of North Africa (Taught in Morocco); Islamic Social Movements; Imperialism, Insurgency, and State Building in the Middle East; Comparative Nationalism in North Africa and the Middle East; Sociology of Islam, Research Methods in African Studies; Postcolonial Social Theory

Research/Teaching Specialization: North African society & politics; Colonialism & empire; Ethnicity & nationalism; Urban & rural politics; Islamic social movements; Tribal insurgency

Recent Publications: "Colonial War and the Production of Territorialized State Space in North Africa," *Political Power and Social Theory*, 2017; "Colonial Legitimization-Legibility Linkages and the Politics of Identity in Algeria and Morocco," *European Journal of Sociology*, 2017; *Making Morocco: Colonial Intervention and the Politics of Identity*, Cornell University Press, 2015; "Performing the Nation in Anti-Colonial Protest in Interwar Morocco." *Nations and Nationalism*, 2013; "The Violences of Knowledge: Edward Said, Sociology, and Postorientalist Reflexivity" (co-authored). *Political Power and Social Theory*, 2013; "National resistance, amazighité, and (re-)imagining the nation in Morocco" in *Revisiting the Colonial past in Morocco*. Routledge, 2013; "Colonial State-Building and the Negotiation of Arab and Berber Identity in Protectorate Morocco." *International Journal of Middle East Studies*, 2011; "Reflections from Morocco on the Arab Spring." *Trajectories*, 2011

Distinctions: Fulbright Scholar award to Morocco, 2017-18; Social Science History Association President's Book Award, 2016; MacMillan Center Faculty Research Grant, Yale University, 2010-11; John Ruedy Award for Teaching Excellence, Georgetown History Department, 2009; Davis Lectureship, Georgetown University, 2008-09; Fulbright-Hays DDRA Fellowship for Morocco & France, 2006-08; American Institute for Maghrib Studies Research Grant, 2006-07; Fulbright Fellowship for Morocco 2005-06

YADGAR, LIRAN: Jacob and Hilda Blaustein Postdoctoral Associate, Judaic Studies, Appointed 2016

Education: Ph. D., Near Eastern Languages and Civilization, University of Chicago, 2016; M.A., Near Eastern Languages and Civilization, University of Chicago, 2009, M.A., Middle Eastern and African History, Tel Aviv University, 2008; B.A., Middle Eastern and African History, Tel Aviv University, 2006;

Academic Experience: Lecturer, Yale University 2015-2018; Postgraduate Associate, Judaic Studies, Yale University; B. A. Preceptor, University of Chicago, 2013-2015; Teaching Assistant, University of Chicago, 2011-2014; Lecturer, University of Chicago, 2007-2012; Lecturer, Tel Aviv University, 2007; Teaching Assistant, Tel Aviv University, 2005-2006;

Overseas Experience:

Outreach: Hebrew editor, online open-access teaching anthology for Iberian/Latin American Studies. General editor: David A. Wacks (University of Oregon), (First call for contributions: Spring/Summer 2018); Organizer, YUSRIA Talk: Aaron Hughes, Shared Identities: Rethinking Symbiosis under Early Islam (co-sponsored by the Judaic Studies Program), April 2018; Instructor, YUSRIA Workshop on Judeo-Arabic (with readings from Judah Halevi's *The Kuzari* and Maimonides' *Eight Chapters*), Yale University, December 2017, co-organized with Frank Griffel; Member of the YUSRIA Steering Committee (Yale University Seminar on Islam and Arabic), Fall 2017; Conference Co-organizer (with Jessica Andruss and Uri Shachar), *Borders in Jewish Thought*, Chicago Center for Jewish Studies, University of Chicago, 2012

Language(s): Hebrew (native), English (fluent), Arabic (research), French (research), Spanish (basic), German (basic).

Percentage Time Devoted to ME Studies: 100%

Middle East Studies Courses Taught: Marginal Groups in Islam, Jews at the Origins of Islam, Jews of the Medieval Islamic World.

Research/Teaching Specializations: Cultural and intellectual exchange between Jews and Muslims, especially of the late medieval period, (1200-1500 C.E.)

Recent Publications: Jews in the Writings of Ibn Taymiyya and Ibn Qayyim al-Jawziyya (Book In Progress); "Jewish Accounts of Muhammad and His Apostate Informants" *Forum: Conflict and Convergence in Late Antiquity*, ed. Michael Pregill, *Mizan Project* (2015);

Distinctions: Salo W. and Jeannette M. Baron Faculty Research Grant (Yale Program for the Study of Antisemitism), 2016-2017; Felix Posen Doctoral Fellowship (the Vidal Sassoon International Center for the Study of Antisemitism – SICSA, at the Hebrew University of Jerusalem), 2014- 2015;

YERET, ORIT: Lector in Modern Hebrew (Non-Tenured), NELC, Appointed 2016

Education: 2012 Certificate Studies in Teaching Hebrew as a Second Language. "Hebrew College", Boston; M.A. in Hebrew & Comparative Literature and Creative Writing, University of Haifa, Israel 2011; B.A. in Hebrew & Comparative Literature and Political Science, University of Haifa, Israel 2009

Academic Experience: Vanderbilt University, Nashville, TN. Senior Lector in Modern Hebrew, 2014-2016; Bard College, Annandale-on-Hudson, NY. Lector & Tutor in Modern Hebrew, 2012-2014

Outreach: Academic Advisor to undergraduate students, 2017-present; Faculty Fellow, *Pauli Murray & Slifka Center*, 2017-present; Committee member for CIPE Fellowships 2017; Hebrew Judge at COLT Poetry Contest (Bristol Academy, CT) 2017

Language(s): Hebrew (native), Arabic (advanced), French and Italian (Basic)

Percentage Time Devoted to ME Studies: 100%

Selected Courses: Beginning through Advanced level Hebrew

Research/Teaching Specializations: Modern Hebrew language; Creative Writing; Hebrew and Comparative Literature

Recent Publications: Goren, S., Roginsky, D. and Yeret, O. (2017). "Assessment as a way to Promote and Establish the Study of Another Language". *Hed Ha'ulpan*. Issue 106, Pp. 55-72. (Published in Hebrew)

Distinctions: "Distinguished Participants Teaching Program" (2016-2017). An award recognizing new faculty who showcase excellence in teaching, Center for Teaching & Learning (CTL), Yale University

ZADEH, TRAVIS: Associate Professor (Tenured) Department of Religious Studies, Appointed 2017

Education: Ph.D., Harvard University 2007; A. M., Harvard University 2003; B.A. Middlebury College, 1998.

Academic Experience: Research Fellow, The MacMillan Center for International and Area Studies; Assistant Professor, 2016–17), Department of Religious Studies, Yale University. Associate Professor (with tenure, 2013–16; Assistant Professor, 2007–12; Department Chair, 2015–16), Department of Religion, Haverford, PA; Tutor and Member of Tutorial Board (2006–7), Committee on Degrees in History and Literature, Medieval and Postcolonial Fields of Concentrations.

Overseas Experience: Europe, North Africa, the Middle East, South Asia and North and More South America.

Language Proficiency: Arabic, French, Latin, Persian, Spanish, Syriac, Urdu.

Middle East Studies Courses Taught: Introduction to the Quran; Islam, Conquest, & Conversion; Religion, Magic, and Orientalism; Vocabularies of Islam; Theories and Methods in Islamic Studies; Problems in Early Islamic History.

Research/Teaching Specialization: Islamic intellectual and cultural history, Frontiers and early conversion, Qur’anic studies, eschatology, mythology, mysticism, pilgrimage and sacred geography, encyclopedism, cosmography, classical Arabic and Persian literary traditions, material and visual cultures, Islamic studies in the digital humanities, vernacularity and language politics, comparative theories of language and translation, secularism, colonialism, Islamic reform, science, magic, miracles, and philosophies of the marvelous.

Recent Publications: *Mapping Frontiers across Medieval Islam: Geography, Translation and the ‘Abbasid Empire* (I.B. Tauris, 2011); *The Vernacular Qur’an: Translation and the Rise of Persian Exegesis* (Oxford University Press, Qur’anic Studies Series – Institute of Ismaili Studies, 2012); *Marvelous Geographies: Religion and Science in Islamic Thought* (under contract with Harvard University Press).

Distinctions: New Directions Fellowship, Andrew W. Mellon Foundation, 2013-2016; Fulbright-Nehru Senior Research Fellowship, 2013-2016; Tuttle Grant for Development of Visual Culture Across the Humanities, Humanities Center, Haverford College, 2009-2010; Center for Peace and Global Citizenship, Faculty Research Award, Haverford College, 2009.

SALIME, ZAKIA: Visiting Associate Professor, Women's, Gender, and Sexuality Studies. Appointed 2016-

Education: Ph.D. Sociology, University of Illinois at Urbana-Champaign 2005; M.A. University of Illinois at Urbana-Champaign 2002; Doctorat de Troisième Cycle in Sociology, University of Toulouse-Le Mirail, France 1985; B.A. University Mohamed ben Abdullah, Fez, Morocco 1981

Academic Experience: Associate Professor, Department of Sociology and Department of Women's and Gender Studies, Rutgers University 2011-present; Assistant Professor, Department of Sociology and Department of Women's and Gender Studies, Rutgers University 2008-2011; Assistant Professor, Department of Sociology, Michigan State University, East Lansing 2005-2008

Languages: English, French, Arabic

Percentage of Time Dedicated to Middle East Studies: 100%

Middle East Studies Courses Taught: Gender in North Africa; Middle East Uprisings; Youth Culture Politics in North Africa and Middle East

Research/Teaching Specialization: Her work explores how seemingly universalist notions of gender equality, religious identity and citizenship rights have shaped movements and state transitions in North Africa and the Middle East

Recent Publications: *Freedom without permission: Space and Bodies in the Arab Revolutions* [co-edited]. Duke University Press 2017; *Between Feminism and Islam: Human rights and Sharia in Morocco*. University of Minnesota Press 2011; "Arab Revolutions: Legible Illegible Bodies," *Comparative Studies of South Asia, Africa and the Middle East* 35/3 (2015); "I Vote, I Sing: The Rise of Aesthetic Citizenship in Morocco," *International Journal of Middle East Studies* 47 (2015)

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Budget Narrative File(s)

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Council on Middle East Studies / Yale University - Budget

			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
I. ADMINISTRATIVE						
A. Personnel						
1.	Student Assistant (Clerical support to the CMES office, CMES & Iran Colloquium, YPIS & CMES activities. Per hour rates over 4 years; \$14.75/\$15.25/\$15.75/\$16.25; no fringe); 204 hours annually		3,000	3,111	3,213	3,315
2.	Administrative Salary (10%); Program Director		12,500	12,875	13,261	13,659
	Subtotal, Administrative Personnel		15,500	15,986	16,474	16,974
B. Fringe Benefits						
1.	Program Director Fringe: Yr 1 30.50%; (estimated Yr 2 : 32%; Yr 3: 33%; and Yr 4: 34%)		3,813	4,120	4,376	4,644
	Subtotal, Administrative Personnel and Fringe Benefits		19,313	20,106	20,850	21,618
C. Travel Domestic						
1.	Travel to MESA (PI, Program Manager) (1 mtg per year for 2 administrators at \$1,500 each yr) allowable travel costs including transportation, lodging, per diem; San Antonio, New Orleans, DC, San Francisco		3,000	3,000	3,000	3,000
2.	Travel to T6 Directors Meeting (PI, Program Director) (1 mtg for 2 administrators Washington, DC); allowable travel costs including transportation, lodging, per diem		2,000	2,000	2,000	2,000
	Subtotal, Administrative Travel Domestic		5,000	5,000	5,000	5,000
D. Travel International						
3.	PI Travel to Middle East; Institutional Liaison and Outreach: Ongoing efforts to build CMES institutional relationships in ME; will use allowable expenses such as travel & lodging, per diem		2,500	2,500	2,500	2,500
4.	PI or PD Travel to WOCMES (World Congress for Middle East Studies) Meeting (1 mtg for 1 administrator); This meeting takes place once every 4 years, next meeting 2022; location not determined yet; allowable travel costs including transportation, lodging, per diem		-	-	-	2,500
	Subtotal, Administrative International Travel		2,500	2,500	2,500	5,000
	Subtotal, Administrative Travel Domestic & International		7,500	7,500	7,500	10,000

Council on Middle East Studies / Yale University - Budget

			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
D. Supplies			-	-	-	-
E. Other: Assessment						
	1.	CMES Assessment	2,000	2,000	2,000	2,000
		Subtotal, Administrative Other: Assessment	2,000	2,000	2,000	2,000
F. Other: Memberships						
	1.	American Institute of Iranian Studies (AIIRs)	750	750	750	750
	2.	American Research Institute in Turkey (ARIT)	1,250	1,250	1,250	1,250
	3.	American Institute for Maghreb Studies (AIMS)	500	500	500	500
	4.	Center for Arabic Study Abroad (CASA)	1,200	1,200	1,200	1,200
	5.	Middle East Studies Association (MESA)	500	500	500	500
		Subtotal, Administrative Other: Membership	4,200	4,200	4,200	4,200
		Subtotal, Administrative Other	6,200	6,200	6,200	6,200
		SUBTOTAL ADMINISTRATIVE	33,013	33,806	34,550	37,818
II. LANGUAGE INSTRUCTION						
A. Personnel			-	-	-	-
B. Travel: Conference and Professional Development						
	1.	Arabic Lector Travel (1 mtg per year for 3 lectors at \$1,000 each to make conference presentations at national or international professional meetings such as MESA; allowable expenses including travel, lodging, per diem	3,000	3,000	3,000	3,000
	2.	1 workshop each during grant cycle for 3 Arabic lectors at \$1400 each to attend ACTFL-OPI workshop, certification, etc.); registration to attend workshop + allowable expenses including travel, lodging, per diem		1,400	1,400	1,400
	3.	Hebrew Lector Travel (1 mtg per year for 3 lectors at \$1,000 each to make conference presentations at national or international professional meetings such as MESA; allowable expenses including travel, lodging, per diem	3,000	3,000	3,000	3,000

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			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
4.	1 workshop each during grant cycle for 3 Hebrew lectors at \$1400 each to attend ACTFL-OPI workshop, certification, etc.); registration to attend workshop + allowable expenses including travel, lodging, per diem			1,400	1,400	1,400
5.	Persian Lector Travel (1 mtg per year for 1 lector at \$1,000 each to make conference presentations at national or international professional meetings such as MESA; allowable expenses including travel, lodging, per diem	1,000	1,000	1,000	1,000	1,000
6.	1 workshop during grant cycle for 1 Persian lector at \$1400 each to attend ACTFL-OPI workshop, certification, etc.); registration to attend workshop + allowable expenses including travel, lodging, per diem		1,400			
7.	Turkish Lector Travel (1 mtg per year for 1 lector at \$1,000 each to make conference presentations at national or international professional meetings such as MESA; allowable expenses including travel, lodging, per diem	1,000	1,000	1,000	1,000	1,000
8.	1 workshop each during grant cycle for 1 lector at \$1400 each to attend ACTFL-OPI workshop, certification, etc.); registration to attend workshop + allowable expenses including travel, lodging, per diem		1,400			
9.	Fulbright FLTA Professional Development Grant (1 each per year; for curriculum development and conference travel) ; allowable expenses including travel, lodging, per diem	2,500	2,500	2,500	2,500	2,500
	Subtotal, Language Travel	10,500	16,100	13,300	13,300	
C. Supplies			-	-	-	-
D. Other: Programming						
1.	Directed Independent Language Study: Professional Services Fee (\$2000 per language course x 2)	4,000	4,000	4,000	4,000	4,000
2.	Arabic Language Faculty Course Development Grant: development of course materials and other related costs to create new courses; 1 \$1000 grant per 2 faculty		1,000			1,000

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			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
3.	Workshop: Professional Development to enhance pedagogical strategies, tools, Arabic teaching methods; 1 workshop per year; Sarab Al-Ani (NELC); presenter service fees; allowable travel, lodging, per diem, materials		1,000		1,000	
4.	Workshop: "History, Culture and Performance of Middle Eastern Music" with presenter Karim Nagi; Spring 20; service fees & other allowable expenses including travel, lodging, per diem; In collaboration with NELC			1,000		
5.	Workshop: "History, culture and performance of Middle Eastern Art with presenters Al-Bustan Seeds of Culture (http://www.albustanseeds.org); Spring 21, service fees & other allowable expenses including travel, lodging, per diem; In collaboration with NELC					1,000
6.	Course Development Project: "Hebrew-Arabic Language Foundations"; Dina Roginsky & Sarab Al-Ani 1st year of course development includes D. Roginsky travel to Israel to visit Givat Haviva educational institute to meet with educators have already development this kind of course; includes allowable expenses such as travel, lodging, per diem; 2nd year of course development includes purchase of course materials, administrative costs			2,500	1,000	
7.	Hebrew Language In-Class Activities (Guest Lecturers and Field Trips; visitors present one lecture in English open to the public and one in Hebrew in class; speaker fees and local travel)		750	750	750	750
8.	Seminar: Professional Development Seminar on Hebrew Pedagogy Fall 20; Outreach K-12 and University Profs from around US (Shiri Goren, NELC)		-	2,500		-
9.	Persian Language Faculty Course Development Grant: development of course materials and other related costs to create new courses; 1 \$1000 grant per 1 faculty		500		-	500
10.	Persian Language In-Class Activities (Guest Lecturers and Field Trips; visitors present one lecture in English open to the public and one in Persian in class; speaker fees and local travel)		750	750	750	750

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			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
	11.	Turkish Language Faculty Course Development Grant: development of course materials and other related costs to create new courses; 1 \$1000 grant per 1 faculty	500			500
	12.	Turkish Language In-Class Activities (Guest Lecturers and Field Trips; visitors present one lecture in English open to the public and one in Turkish in class; speaker fees and local travel)	750	750	750	750
		Subtotal, Language Other: Programming	8,250	13,250	8,250	9,250
		SUBTOTAL LANGUAGE	18,750	29,350	21,550	22,550
III. AREA STUDIES						
A. Personnel						
	1.	CMES Postdoctoral Fellow Associate (teaching one course and helping lead CMES Colloquium; 50% salary; (Fringe @ 32.3%: \$8,388)	27,500	27,500	27,500	27,500
		Subtotal, Area Studies Personnel	27,500	27,500	27,500	27,500
B. Fringe Benefits						
		(Fringe Postdoctoral Fellow @ 30.50%: \$8,388), estimated years 2-4 (32%, 33%, 34%)	8,388	8,800	9,075	9,350
		Subtotal Fringe Benefits, Area Studies	8,388	8,800	9,075	9,350
		Subtotal Fringe Benefits + Personnel, Area Studies	35,888	36,300	36,575	36,850
C. Travel			-	-	-	-
D. Supplies			-	-	-	-
E. Other: Programming						
i. Curricular Initiatives						
	1.	Grand Strategy (GS): CMES to co-sponsor Middle East Speakers for the GS program	2,000	2,000	2,000	2,000
	2.	Annual Graduate Travel Seminar: Various faculty; Jonathan Wyrzten (SOCY) "The Global Mediterranean" to Morocco; Kishwar Rizvi (HSAR), "Museum and Nation" to Gulf Region; Kaveh Khoshnood (SPH) "Conflict and Health Course" to Lebanon; includes travel, lodging, onsite fieldwork costs such as entrance fees for 1 faculty and 8 graduate students at \$3000 per person		27,000	27,000	27,000

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			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
ii. Digital Resource Initiatives						
	1.	Collaboration with Yale Program for the Study of Antisemitism (YPSA); Iranian Jewish Archives; support of administrative costs for the archives; 1st year higher cost involves set up of digital archive and following years are expansion and maintenance	3,000	2,000	2,000	2,000
	2.	Collaboration with the Institute for the Preservation of Cultural Heritage (IPCH) including the online digital platform "Dura-Europos, Syria: Loss, Recovery from Antiquity to Modernity"	5,000	3,000	3,000	3,000
	3.	Visual Resources of the Middle East: administrative costs to launch 1st year (higher) and maintain years 2-4; digitization of ME images to become online resource	2,500	1,500	1,500	1,500
iii. Colloquia						
	1.	Iran Colloquium (Abbas Amanat, HIST, Director of the Yale Program in Iranian Studies; speaker fees, travel, ground transportation, lodging for 5 lectures per term);	5,000	5,000	5,000	5,000
	2.	CMES Colloquium (Rizvi, HSAR, Chair, CMES; speaker fees, travel, ground transportation, lodging for 5 lectures per term); \$500 service fee per speaker, travel, lodging per diem per speaker	10,000	10,000	10,000	10,000
	3.	YUSRIA Colloquium: (Frank Griffel, RLST; speaker fees, travel, ground transportation, lodging, for 4 lectures per term)	2,000	2,000	2,000	2,000
	4.	Graduate Student Colloquium in Middle East Studies	5,000	5,000	5,000	5,000
iv. Workshops, Conferences, Seminars						
		Middle East and Transnational				
	1.	Conference: HIAA "Border Crossing: New studies in Islamic Art and Architecture" (Rizvi, HSAR; speaker fees, travel, ground transportation, lodging) (Fall 18)	10,000			

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			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
2.	Seminar: "Conflict, Forced Displacement and Health:" Joint Yale-AUB Graduate Student Research Projects; Kaveh Khoshnood will oversee this collaboration; SPH graduate students will travel to AUB; allowable travel, lodging, per diem expenses for 2 graduate students per year of funding		5,000		5,000	
3.	Conference: "Waithood: Gender, Education, and Global Delays in Marriage" (Marcia Inhorn, ANTH; speaker fees, travel, ground transportation, lodging) (Fall 18)		10,000			
4.	Conference: "Middle Eastern Masculinities" (Inhorn, ANTH); Special CMES Workshop on 10th anniversary of Arab Spring (Spring 21)				5,000	
5.	Workshop: "The Middle East Refugees" (Inhorn, ANTH); Focusing on deadly ME wars and the fate of those who have fled them; Co-sponsor with Refugee Studies Program			5,000		
6.	Workshop: "Contemporary Israeli Film and Literature" (Shiri Goren, Dina Roginski, NELC)			5,000		
7.	Conference: "Indian Ocean Routes and Realms" (Shawkat Toorawa, NELC)					5,000
8.	Conference: "Islam and the Atlantic: Slavery, Piracy, and Commerce" (Alan Mikhail, HIST); collaboration with the Gilder Lehrman Center for the Study of Slavery, Resistance, and Rebellion (Spring 21)				5,000	
9.	Workshop: "Policing the Family: Kinship and Politics in the Middle East" (Eda Pepi, WGSS) (Fall 21 or Spring 22)					5,000
10.	Symposium and Student Workshop: "Desert Futures: Sahara" (Pepi, WGSS, & Jill Jarvis, FREN) (Spring 20)			5,000		
11.	Conference: "Fakhr al-Din al-Razi (d. 1210) and the Re-Discovery of His Philosophy and Theology in the Modern Period" (Frank Griffel)				5,000	
12.	Conference: "People Living with Cancer Displaced from the Middle East and North Africa" (Mark Lazenby, SON) (Spring 19)		5,000			

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			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
		UAE				
	1.	Workshop and Conference: "The Global Museum" in collaboration with the Smithsonian and institutions in the Arab Gulf (Kiswhar Rizvi HSAR) (Spring 20 and Spring 21)				5,000
	2.	Regional Symposium: "Regional Architectural Evolution" Yale Arab Alumni Association (YAAA) in partnership with American University of Sharjah. Discussants from CMES, ARCH, local institutions		5,000		
	3.	Regional Symposium: "Entrepreneurialism and Venture Capital Trends," YAAA Collaboration with NYU Abu Dhabi; discussants from SOM, local institutions			5,000	
	4.	Regional Symposium: "Next Generation Public Health," Yale Arab Alumni Association (YAAA) Collaboration with NYU Abu Dhabi, UAE Ministry of Health; discussants from SPH, MED, local institutions				5,000
		Workshop: "Charting the Modern Architecture of the UAE" (1968-1988); Sultan Sooud Al Qassemi (Spring 19)	3,500			
		North Africa				
	1.	Workshop: "Gender, Sustainability, Religion, and Pluralism, North Africa Connections" Collaboration with Al Akhawayn University; research methods/graduate student exchange (Wyrzten, SOCY)		5,000		5,000
	2.	Conference: "Collective Identity and the Entangled Politics of Populism and Pluralism in MENA" (Wyrzten, SOCY) (Spring 20 or 21)				5,000
	3.	Conference: "WWI, the Paris Peace Conference, and the Making of the Modern Middle East and North Africa" (Wyrzten, SOCY) (Fall 19)		5,000		
	4.	Conference: "Citizenship in Crisis: South to South Migration in the Middle East and North Africa" (Pepi, WGSS) (Fall 20 or Spring 21)			5,000	
		Iran and the Persianate World				
	1.	Workshop: "Iran: 40th Anniversary of the Revolution," (Nahid Siamdoust) (Spring 19)	5,000			
	2.	Workshop: "The Politics of Heritage in Afghanistan: Heritage Value and Destruction of the Bamiyan Buddhas;" (Naysan Adlparvar) (Spring 19)	5,000			

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			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
	3.	Conference: The Political and Cultural Impact of Iran's Revolution" (Nahid Siamdoust) (Fall 19)		5,000		
	4.	Conference: "Iran: From an Empire to a Nation State" (Abbas Amanat, HIST)				5,000
v. Undergraduate and Graduate Academic Events						
	1.	Undergraduate academic events; inter-departmental student groups and inter-disciplinary initiatives	3,000	3,000	3,000	3,000
		Subtotal, Area Studies Other: Programming	81,000	95,500	90,500	95,500
		SUBTOTAL AREA STUDIES	116,888	131,800	127,075	132,350
IV. LIBRARY						
A. Personnel			-	-	-	-
B. Travel						
	1.	Travel to MELA/MESA (1 mtg per year for Middle East Librarian; to San Antonio, New Orleans, Washington, San Francisco; joint with Yale University Library)	1,500	1,500	1,500	1,500
	2.	ME/NA Acquisitions Trip (Middle East Librarian) to acquire books published in Middle East for the Near East Collection (joint with Yale University Library).	2,500	2,500	2,500	2,500
		Subtotal, Library Travel	4,000	4,000	4,000	4,000
C. Library Supplies						
	1.	Near East Collection acquisitions	4,000	4,000	4,000	4,000
		Subtotal, Library Supplies	4,000	4,000	4,000	4,000
		SUBTOTAL LIBRARY	8,000	8,000	8,000	8,000
V. OUTREACH						
A. Personnel						
	1	OR Director 25% salary	16,000	16,000	16,000	16,000

Council on Middle East Studies / Yale University - Budget

			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
	2	World Language Program/World CLASS (High School Cooperative Language Program) Student Liaison (33%, joint with Council on African Studies (CAS) partner, New Haven Public Schools (NHPS); 3 Arabic instructors \$2300 each	6,900	6,900	6,900	6,900
	3	Student Assistant, PIER-CMES Outreach and Summer Institute Fellow (To provide general and activity assistance.\$14.75/\$15.25/\$15.75/\$16.25; no fringe); 270 hours per year	4,000	4,118	4,250	4,390
		Subtotal, Outreach Personnel	26,900	27,018	27,150	27,290
B. Fringe Benefits						
		OR Director Fringe (30.50%); (estimated Yr 2-4: 32%, 33%,	4,880	5,120	5,280	5,440
		Subtotal, Outreach Personnel and Fringe	31,780	32,138	32,430	32,730
C. Travel						
	1.	PIER-CMES Outreach Director Travel to MESA (1 mtg per year to represent Yale CMES at the Middle East Outreach Council	1,400	1,400	1,400	1,400
		Subtotal, Outreach Travel	1,400	1,400	1,400	1,400
D. Supplies			-	-	-	-
E. Other: Programming						
	1.	Public Lectures and Programming; annual Nowruz celebration and similar events	2,500	2,500	2,500	2,500
	2.	"Middle East in New Haven"; bringing local community members to speak/present on ME topics at Yale (IRIS, Palestine Museum and others)	1,500	1,500	1,500	1,500
	3.	CMES Cinema, Language-focus (Arabic, Hebrew, Persian, Turkish); 5 films per semester	5,000	5,000	5,000	5,000
	4.	Joint Activities with Student Organizations (Yale Friends of Turkey, Yale Friends of Israel, Arab Students Association, Yale Afghanistan Forum, Muslim Students' Association, Iranian Studies at Yale, Students of Salaam)	2,500	2,500	2,500	2,500
	5.	Summer Institute for Teachers: Teacher Training Workshops	6,000	6,000	6,000	6,000
	6.	World Language Summer Program (WLSP)	4,000	4,000	4,000	4,000
	7.	Collaboration with Na Takallam to provide students of Arabic with trained language partners in Levantine Arabic; Outreach to Syrian refugee community	3,150	3,150	3,150	3,150

Council on Middle East Studies / Yale University - Budget

			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
	8.	NHPS Collaboration: Yale Pathways collaboration; Bi-literacy Seal Program; MOSAIC	3,000	3,000	3,000	3,000
	9.	Professional Development Fellowship, Gateway Community College; Yale GS assists GCC faculty and adds ME content to GCC course	3,500	3,500	3,500	3,500
	10.	Teacher Training Outreach: "Demystifying the Middle East: Understanding Iran, Afghanistan, Syria and Iraq: (4 sessions); "Sense and Sensibility: Building Trust Through Language" (4 sessions); "Religious Literacy for the Classroom" (3 sessions)	1,500	1,500	1,500	1,500
		Subtotal, Outreach Other, Programming	32,650	32,650	32,650	32,650
		Subtotal, Outreach Travel, Outreach Other, Programming	34,050	34,050	34,050	34,050
		SUBTOTAL OUTREACH	65,830	66,188	66,480	66,780
		Personnel Total	69,900	70,504	71,124	71,764
		Fringe Total	17,080	18,040	18,731	19,434
		Personnel and Fringe Benefit Total	86,980	88,544	89,855	91,198
		Travel Total	23,400	29,000	26,200	28,700
		Supplies Total	4,000	4,000	4,000	4,000
		Other Total	128,100	147,600	137,600	143,600
		DIRECT COSTS	242,480	269,144	257,655	267,498
		INDIRECT COSTS	19,398	21,532	20,612	21,400
		NRC TOTAL	261,878	290,676	278,268	288,898

Council on Middle East Studies / Yale University - Budget

			Project Year 1, 2018-19	Project Year 2, 2019-20	Project Year 3, 2020-21	Project Year 4, 2021-22
TRAINING COSTS						
FOREIGN LANGUAGE AND AREA STUDIES FUNDING						
		Undergraduate, 4 Tuition @ \$10,000 each	40,000	40,000	40,000	40,000
		Undergraduate, 4 Stipend @ \$5,000 each	20,000	20,000	20,000	20,000
		Graduate, 6 Tuition @ \$18,000 each	108,000	108,000	108,000	108,000
		Graduate, 6 Stipend @ \$15,000 each	90,000	90,000	90,000	90,000
		Subtotal Academic Year Fellowships	258,000	258,000	258,000	258,000
		Undergraduate, 4 Tuition @ \$5,000 each	20,000	20,000	20,000	20,000
		Undergraduate, 4 Stipend @ \$2,500 each	10,000	10,000	10,000	10,000
		Graduate, 6 Tuition @ \$5,000 each	30,000	30,000	30,000	30,000
		Graduate, 6 Stipend @ \$2,500 each	15,000	15,000	15,000	15,000
		Subtotal Summer Fellowships	75,000	75,000	75,000	75,000
		FLAS TOTAL	333,000	333,000	333,000	333,000

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: 261,878 Year 2: 290,676 Year 3: 278,268 Year 4: 288,898

FLAS Request

Year 1: 333,000 Year 2: 333,000 Year 3: 333,000 Year 4: 333,000

Type of Applicant

- ☒ Single institution Yale University
☐ Consortium of institutions
 ☐ Lead _____
 ☐ Partner 1 _____
 ☐ Partner 2 _____
 ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input checked="" type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Hebrew, Turkish, Persian